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ABSTRACT

The Southern Regional Education Board's Institute for Higher Educational Opportunity asked the presidents of 337 predominantly white colleges and universities in 14 southern states to describe innovative programs which their institutions had developed to assist minority students, and particularly Black students, to enroll and to succeed. They were asked not to report traditional programs in remedial work. Replies describing 460 programs came from more than 100 institutions. This report discusses and summarizes many of these programs under the following headings: (1) recruiting and admissions; (2) instruction; (3) counseling Services; (4) campus life; and (5) graduate and professional schools. In the appendix several examples of institution-wide planning are reported in some detail to show the many facets involved in comprehensive program design. The appendices also include a report on the Black Studies program experience at New College, and an overview of a conference held April 25-27, 1971, in Atlanta on: "Black Students and the University," by John Egerton. (AF)

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The Black Student on Campus
A Project Report

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Southern Regional Education Board

The College and Cultural Diversity

The Black Student on Campus
A Project Report

October, 1971
Institute for Higher Educational Opportunity

Southern Regional Education Board
130 Sixth Street, N.W.
Atlanta, Georgia 30313

FOREWORD

An unusual feature of this period in higher education is the fact that all institutions face the responsibility of defining anew their specific roles in society. This condition is clearly visible in the changing composition of their student bodies. One important element in the change process is the increasing enrollment of minority students, and of black students in particular.

The Southern Regional Education Board indicated in The Negro and Higher Education in the South (1967) that all types of post-high school educational institutions are needed in the pursuit of expanding opportunity for black people in the region. The Board has been engaged in activities to strengthen the traditionally Negro colleges for fulfilling new and challenging roles and in efforts to assist other institutions in their services to minority students. This workbook has been prepared to show what predominantly white senior colleges and universities are doing to improve opportunity for black students. An earlier volume, The Black Community and the Community College, was concerned with efforts on the two-year campuses to better serve black students.

The material does not offer final answers to the problems confronting us. It does reveal our growing awareness of the nature of those problems and the wide range of experimental programs which are in operation. Perhaps our best hope is that the contents may soon be out of date because of the progress being made through continuing experimentation and study.

We express appreciation to the presidents and personnel of the many colleges and universities who have described the special efforts in which they are engaged for the expansion and improvement of their services to an enlarged representation of students pursuing education beyond high school.

Winfred L. Godwin
President

CONTENTS

The Changing Campus Milieu..... 1

Recruiting and Admissions..... 7

Instruction..... 19

Counseling Services..... 29

Campus Life..... 35

Graduate and Professional Schools..... 49

Appendix A..... 55

Appendix B..... 73

Appendix C..... 77

THE CHANGING CAMPUS MILIEU

Whether a college is still located on a hillside in a small town or in the heart of a city, the composition of its student body is reflecting the rapidly growing polycultural structure of society. This condition is especially evident in efforts to increase the enrollment of minority students, and of black students in particular.

For a time the major debate centered on standards for admission and on compensatory education. Many college educators assumed that the college itself would not change except in ways which would enable this new type of student to adjust to what the college already had come to be. We are now seeing that the new student is changing the campus. An editorial in Critique for January 1971, published by the Center for the Study of Higher Education of the University of Toledo, says:

> Anytime, though, that one seriously allows another person to come close to him, be it in a classroom or as a personal friend, things begin to change. Most of us adjust to our wives and children because we care for them. And even though the family battles sometimes rage hot and heavy these days over various issues, we are normally willing to sit for a moment and consider the other's viewpoint. Our lives themselves consist primarily of various forms of adjustments; few of us are the same in our retirement years as we were in our thirties.
>
> In a similar way, black students, like all students that we seriously consider and accept to be our students are going to change us and our systems. It is a worn cliche to claim that a good teacher learns more from his students than they learn from him, but it contains some truth. The time is past for massive scholarly studies on Latin participles, however illuminating. Our priorities need readjusting. The public expects us to be educators. This is how we have justified our existence. This is what we must strive to become.

Colleges and universities in the South have participated in a variety of programs to recruit and enroll more black students, to employ more black faculty and staff, and to become instruments for expanding higher educational opportunity to all segments of society. To discuss what types of programs have been initiated, the Southern Regional Education Board's Institute for Higher Educational Opportunity asked the presidents of 337 colleges and universities in 14 Southern states to describe innovative programs which their institutions had developed to assist minority students, and black students in particular, to enroll and to succeed. They were asked not to report traditional programs in remedial work, long in existence and of value to many black students, but what were they doing

which was different. How were black students being assisted to become a part of the campus community? Were their needs being identified and efforts made to meet these needs? Replies describing 460 programs came from more than a hundred colleges and universities.

Many of these responses will be helpful to groups from colleges or within colleges who are considering ways to be more effective in the education of students who come from a variety of ethnic and cultural backgrounds. This workbook has been prepared for use in conferences which SREB plans to hold on the minority student on campus. It should also prove useful to institutions which are establishing special committees or groups to review institutional change within this context.

SREB held one conference in April of 1971 for participants from 38 multi-purpose universities. A summary of this conference was prepared by John Egerton and is included in the appendix. Space does not permit the inclusion of all materials supplied by colleges and universities in response to the inquiry, but it is hoped that the selections which were chosen represent the great variety of programs now in operation or planned. The study of these programs will be deepened if done within the background of three major considerations.

STATEMENT OF CONCERNS

Three assumptions form the basis for the organization and presentation of innovative programs being conducted by colleges and universities to improve opportunity for minority students. Whether these descriptions are used by individual readers or by conference groups, the value of the materials and their applicability will be enhanced if reviewed within the context of the three assumptions.

An understanding of multicultural society is essential as a base upon which to establish policy and practice in the enrollment and education of minority students. Institutions of higher learning have long had remedial and compensatory programs for students who gave evidence of inadequate preparation for college. While such instruction may have value for some minority students, it has little if any relevancy to profound concerns paramount in the experience of the minority student on campus. To understand these concerns, one must become aware of the rapid change in the structure of society and must probe deeply into the concept of the equality of cultures in a multicultural world.

As Teilhard de Chardin has clearly shown in The Phenonomenon of Man, the time of dispersal is over and man is converging upon himself. Isolation of homogeneous cultural groups is no longer possible on the planet. Nor is it possible for any nation to survive with a rigidly stratified social order. The imagery of the "melting pot" as the solution to reducing the diversity of cultures is being questioned under the pressure of cultural and ethnic groups to retain some measure of identity.

These developments in societal growth are, or should be, reflected in the structure of the campus ethos. Cross-cultural experiences, both informal and structured, now constitute important elements within the total college experience. Many leaders of liberal arts colleges have become aware of the importance of diversifying the composition of their student bodies and faculties if they are to prepare their students for contemporary living, and they are concerned that high tuition and other factors make it difficult to decrease the extent of homogeneity within the college community. Also, both in the administration of admissions and in instruction, the validity of test scores as a sole basis for selection or for instructional grouping has been called into question.

For the minority student on campus, his search for self-concept--a search normal for all people--is two-pronged. He must find an identity for himself as a member of his own group and also an identity as a participant in the total society.* The tensions of the times make this search unusually difficult, but there are campus programs which will facilitate the process.

Higher education is at the experimental stage of formulating policy and designing practice consistent with the emerging multicultural society and must therefore be open to a wide variety of new ideas. At such a stage, trial and error is to be expected and the importance of research to accompany experimental programs is self-evident.

SREB is in its fourth year of a project designed to improve the role of community colleges in the education of black students. In one location it was found that an excellent compensatory education program was failing with its black participants because of the way in which assignments to the course and criteria for completing it were formulated. The drop-out

*For further development of this concept, see the article by Thomas Pettigrew in the 1971 summer issue of Daedalus, p. 813.

rate of black students in this program was high, not because of the quality of instruction but because administrative procedures and extant attitudes toward the course caused black students to feel debased by being assigned to it. As a result, they were "turned off." The difficulty in appraising compensatory education is due in large measure to many variables, some of them unrelated to instruction. Perhaps the imagery of Gestalt psychology illustrates the needed frame for the evaluative research required with its recognition of dynamics within the total pattern of experience affecting the students. Another dimension of research, all too seldom employed, is the follow-up of the specific students who have been exposed to experimental programs.

Two factors have been identified which stand in the way of innovative developments and experimentation. Both of these have been visible in the process of compiling the material for this workbook. One is the complacency represented by the response from an institution which proudly states that "we treat all of our students alike with no regard for race or cultural background." Therefore that college has no programs designed with the thought of serving the needs of the minority student. The other obstacle is shown by responses which indicate bewilderment over the polarization of black and white students on campus and the apparent desire for separatism by some black students. The bewilderment is understandable; the failure to try to understand is not.

Information concerning new programs for minority students is helpful to college and university leaders who are reviewing what their own institutions might undertake. If there were a sufficient body of definitive institutional research on the minority student in higher education, the collection and dissemination of experimental programs would perhaps not be important. But part of the current dilemma is to identify the problems to be studied and to design research. In many institutions the first step is to make credible the idea that there are activities and programs which are being tried and which are succeeding to the point of providing theoretical foundations for more sophisticated developments.

The materials included in this workbook came primarily from responses to letters sent to presidents of the predominantly white colleges and universities in the SREB states. The letter asked for the identification and description of innovative programs undertaken to assist minority students to enroll and to achieve success. Traditional programs in

remedial reading and study habits and other similar activities were not to be reported. It was assumed that such resources would be available to all students. The responses gave evidence of far more activity in process than is commonly supposed. The writers of most letters also expressed the desire for copies of the material when it was assembled and for notification of any conferences to be held in which the materials would be used.

The inclusion of a project does not imply that either the institution conducting it or SREB regard it as "the answer" to the education of minority students. The material is provided as a basis for work conferences and for institutional use in planning new programs. The content is organized under headings which assist an individual or a group to find information related to a number of specific areas of campus activity.

In the appendix several examples of institution-wide planning are reported in some detail to show the many facets involved in comprehensive program design.

RECRUITING AND ADMISSIONS

A few years ago the discussions about recruiting minority students for admission often centered on the question of lowering, or making exceptions to, standards for admission as represented by test scores. Institutional responses to SREB's request for information about programs for minority students show increasing awareness of the complexities involved in developing a meaningful approach to recruitment and admission. Tese scores as sole or even major criteria were seldom mentioned, nor was there any discussion of cut-off points. Rather the emphasis was upon such activities as outreach programs and early identification of minority students who might be potential candidates for admission and upon questions of procedures, both in recruiting and admission activities, which would assist the student in adjustment to campus instruction and environment when he enters.

The programs reported give evidence of concern over such questions as:

1) How can the college reach out into the community to interest minority high school students in continuing their education?
2) How may early and continuing contact be established between the campus and the minority student while he is in high school?
3) What procedures, different from high school "college days," are essential?
4) How effective are summer institutes for disadvantaged students prior to the freshman year?
5) What procedural changes in orientation and registration will facilitate retention and provide for an early sense of identity as part of the campus community?
6) How can the student's financial needs be understood and met?

No college or university submitted a comprehensive plan for the admission of minority students which it regarded as a final answer. The responses indicate an attitude of experimentation and of willingness to explore new procedures.

The University of North Carolina at Chapel Hill reports on a "Joint University Student Visitation Program."

> For the past three years, the Chancellor of the University has joined student organizations in sponsoring two to three weekend

visits a year to the campus by groups of 50 to 100 black seniors from high schools in the state. A typical group would be the commended candidates and semi-finalists in the National Achievement Scholarship Program from schools within North Carolina. The most that any student is asked to pay is his own transportation, and that is provided him if it is needed. One visitation program, conducted by Project Uplift, brings disadvantaged students at the high school-junior level to the campus; in the spring of 1971 the number will exceed a hundred. The visitors attend classes, meet various student groups and faculty members, and otherwise gain familiarity with the University.

An ad hoc committee at Auburn University has completed the formulation of a list of steps which are recommended for adoption. Two of the recommendations are that Auburn.

1. Develop and initiate a University-wide program aimed at identifying and recruiting high potential (disadvantaged) students. Such students would be motivated and intellectually competent to successfully compete in Auburn's regular undergraduate program. These kinds of students need to be identified while still in high school. An active effort to recruit such students should be undertaken. As a beginning, this type of program could begin with the high schools in Lee County, and later be expanded to other schools in other areas of the state. Scholarship or other types of financial aid would be of assistance in making the program succeed. To initiate this program, the University's High School Relations Office, Admissions Office, Student Financial Aid Office, and other appropriate offices would need to coordinate their activities and to give more attention to the problems in this area in the future than has been true in the past. Assistance in developing such a program can be provided by individual faculty members, by students, by local alumni, and by high school officials and teachers.

2. Obtain extramural funds to support the development and operation of "Summer Institutes for (disadvantaged) Junior and Senior High School Students for Post-High School Education and Training." Such institutes initially should be held on the Auburn University campus. These could be expanded later on a cooperative basis with junior colleges and/or other four-year institutions throughout the state. These institutes should be open not only to selected and highly motivated (disadvantaged) junior and senior high school students but also to military returnees, high school graduates and others who are potentially qualified for college or other types of post-high school education and training. In addition to the summer institute programs, if feasible, provisions should be developed to maintain contact and continuing educational work with institute participants between summer institute periods. This might be done by having the participants return to the campus on weekends throughout the regular academic year. (For programs of this type, federal support funds are available through agencies such as the U.S. Office of Education, the Office of Economic Opportunity, and possibly others.) This type of institute would provide Auburn University an opportunity to make a direct contribution toward meeting the

educational needs of the disadvantaged.

Florida State University has had an outreach program for three years.

Florida State University, by action of its Faculty Senate, instituted a program called Horizons Unlimited in 1968. The program was designed to recruit, select and admit disadvantaged students who would not otherwise be eligible to attend the university under the criteria proposed by our Board of Regents, and to provide a supportive program which would allow them to acquire both tool skills and motivation and thus to proceed through toward the undergraduate degree.

Since 1968 the program has expanded to the present 151 students. Fifty more will be selected for Fall, 1971. All students in the program meet the poverty criteria as outlined by the Department of Health, Education, and Welfare, and are recommended by community persons, federal agencies, or high school counselors. Selection is by personal interview and is based primarily on the director's assessment of both need and academic potential.

All students in the program are provided with complete financial aid and in addition to the normal counseling and guidance efforts of the university are provided small group experiences designed to focus on particular educational problems.

The group also has a highly structured social life, and every effort has been made to integrate them into the entire university community.

Over the period during which Horizons Unlimited has been functioning, we have achieved what we consider to be a remarkable success record; over seventy percent of the students are still enrolled and proceeding normally toward a degree.

Students in the program have aided in black student recruitment, in the formation of a black student center on campus, and have contributed toward the development of black studies courses, as well as serving on various community service boards on the preparation of programs to further serve disadvantaged students, and in all aspects of student government.

Many institutions are using black students and faculty in the recruitment process. There is also an increasing number of colleges employing minority staff members in the admissions offices. Goucher College uses black students and also seeks names of students through agencies.

We have had some success in sending out black undergraduate students as a part of our recruiting teams, especially to visit high schools having a high proportion of black students. We also seek black students through such agencies as the following: National Scholarship Service for Negro Students (NSSFNS), Upward Bound, Access, Discover Scholastic Talent, Higher Education Commission on Urban Affairs, Afro American Educational Opportunity, and The National Merit Achievement Program.

Wheeling College enlists the help of the Black Students Union.

The recruitment of black students is specially handled by the

Black Students Union on campus. This group staged a special day in which black students from the local area and areas as far away as 100 miles were invited to campus for a black cultural program. In the course of this program a definite recruiting pitch was also made.

At West Virginia Wesleyan College, the cost of using black students is regarded as an excellent investment.

We are supporting through special scholarships a number of black students particularly, and we have for the past two years used our black students to recruit additional black students. The college has provided transportation, housing and meals to teams of black students who visit predominantly black high schools. This latter item has paid exceptional dividends in that they recruit capable, qualified black students. This past year we doubled our black enrollment and our black appliations are up for the next academic year.

Similar results are being achieved at Mary Baldwin College.

The Admissions Office at Mary Baldwin has been recruiting black students, and one of the most effective means that we have found, and what many other colleges have found, too, is that using our own black students in this effort is very valuable. Also, assistance from NSSFNS and Project Access have been of some help, but the most helpful listing we have received has been the list of students in the National Achievement Program for Negro Students sponsored by the National Merit Corporation. Certainly, that has provided us with the most productive list.

St. Andrews College is using a test instrument which measures creativity instead of the regular high school testing results in a program called "Project Creativity."

Project Creativity - Designed to discover and bring to the campus culturally deprived students who are obviously dead-ended in their home communities. This program rejects the normal admissions policy and substitutes large-scale testing of high school seniors using the Alpha Biographical Inventory. This instrument measures creativity, and students who score high on this scale are admitted on the basis of that result plus the recommendation of the secondary school. There are presently thirty students enrolled at St. Andrews in this program, the vast majority receiving 100 percent financial support. This program is being continued another year with 15 new students being added to the existing group.

George Peabody College has modified a number of its policies and practices as part of a program of enrolling students from the inner city.

George Peabody College for Teachers has this year begun an experimental program which involves primarily black students. This is our first year of an experimental program for entering freshmen from inner city Nashville schools. The provisions of the program are as follows:

1. Admission of up to 10 students who may not meet regular admission requirements and who cannot qualify for scholarship aid. Students are recommended by high school counselors and/or principals as possessing potential for succeeding in college and developing a career in some aspect of education.
2. Admission under this program is without regard to color although the vast majority of Nashville's inner city public school children are black.
3. Students are provided full tuition waivers for two years, with possibility that waivers may be extended to all four years.
4. During first two years students will not be suspended from college attendance for academic reasons.
5. During first two years only passing grades will be entered into students' official records.
6. After the second year students must conform to all academic requirements set by the college.

The experiment will provide some test of the usefulness of the reenforcement of no-failing grades, and no academic suspension for a two-year period.

After one semester, students of this group are below the Peabody norm in scholastic performance, but it appears likely that all or nearly all will be in good academic standing by the end of the spring semester.

The University of North Carolina is in the second year of an experimental program. Of particular interest is the authority given to the assistant director of the admissions office to admit students to this special program. Also of interest are the weight given to high school counselor recommendations and the provision of adequate student financial support.

For the third year, the Office of Undergraduate Admissions has an assistant director who is black and who has a special responsibility to make black students aware of opportunities within the university. This officer is in the fullest sense of the word an admitting officer, and he bears the secondary charge of making certain that the $10 application fee does not discourage a financially distressed student from applying.

In 1970, 41 white and 94 black students were offered admission in a special program; of these 12 white and 30 black students actually enrolled. The special basis of admission was the extraordinary weight given the high school performances and the recommendations of counselors and principals; SAT scores, which were lower than those of the general run of applicants, were given but slight weight. (At the end of the fall semester, these students had better than the all-freshman academic average.) The program is being tried a second year, and in September 1971 a new group will enroll.

It is also of value in the recruitment of disadvantaged students that before the academic year 1970-71 began, the James M. Johnston Trust established a new scholarship program within the University of North Carolina. At the Chapel Hill campus seven black students received awards that became effective in 1970-71

and will provide full support for the recipients for four years. (It is expected that at least eight new appointments of black students will be made for 1971-72; they also will be effective for four years and will provide full support.)

In another new program, beginning in September 1971, eight Special Opportunity Awards with stipends of $1,500 a year for four years will be made.

The Morehead Scholarship Program has also adapted its practices to a changing society by selecting black students for its awards. (Morehead Scholarships were offered to six black students for the four years beginning in September 1971; these scholarships have a total value of more than $8,000 for North Carolina residents and of more than $10,000 for residents of other states.)

Within the past two years, a faculty-organized campaign (the University Fund), and a student program (the Campus Opportunity Fund), increased contributions of alumni, and the efforts of the University administration have combined to yield over $100,000 of new money for the aid of underprivileged students.

At Appalachian State University, the experimental program has some similar and some different dimensions. It is important that all of these experimental programs be supported by continuing evaluation of results achieved.

> Perhaps our most unique program is the high risk student admissions program. In the spring of 1970, the University Committee on Admissions and Re-admissions authorized the beginning of a new program of admissions for students who do not meet regular admission requirements, who come from disadvantaged backgrounds, and who show some potential for successful college work. Up to twenty such new students will be admitted each year. During the current year, fourteen students have been admitted under this program, six of whom are black. Recruitment began too late to fill the quota of twenty and several of those admitted did not fit the criterion of disadvantaged background. These students attend classes with regularly admitted students but they are given special help where needed. Upon his arrival on campus, each student was interviewed by the director of psychological services. Where tutorial assistance was needed it was provided by selected upper-class students who received one academic hour's credit for their work as tutors. During the fall quarter the group met once a week as a group with the director of psychological services for discussion of their work and lives at Appalachian State University. Of the original number admitted, three have dropped out of school, two black students and one white. Next year a professor will be given one quarter reduced teaching load to direct the program. The dean of the General College is currently intensively recruiting for the program for next year. He has contacted guidance counselors in Salisbury, Greensboro, Wilkesboro, Charlotte, and Winston-Salem for recommendations of candidates. Fifty-one black students were recommended. Each of these students was written a letter describing the program, indicating that financial aid was available if needed, and inviting the student to apply. To date seven black students have indicated interest. Contact has also been made

with guidance counselors in Morganton, Statesville, Asheville, Asheboro, Albemarle, and Durham with a request for names of black students who might be contacted. It is hoped that most if not all of the quota of twenty may be filled with black students for the coming fall.

The University of Florida is conducting a special program to recruit minority students from community colleges. The number of black students in Florida's junior colleges is increasing, making this plan quite timely.

Our College of Arts and Sciences recently implemented an experimental program for black students who transferred to the University of Florida from a junior college with a "C" average and an associate of arts degree. About 45 students are involved in the program at the present. Participants are allowed to take up to two quarters of course work on a satisfactory/unsatisfactory basis.

This program is designed to permit students to adjust more readily to university life without the initial pressure of standard grading and with increased guidance, counseling, and tutoring.

Many of the smaller liberal arts colleges are greatly concerned about their role with minority students. Two problems are acute: first, the cost for those institutions makes an intensive program prohibitive, and second, a question may be raised as to how effective any program can be when the number of minority students is small. The report from Bellarmine-Ursuline College illustrates this point:

The small number of black students on the campus presents a major difficulty from a social and cultural standpoint. Is it possible for the black student to recommend Bellarmine-Ursuline College to other prospective black students if he has almost a complete void in his social life? The black student finds many academic opportunities, but no social life on campus. In order to fill the void in the social life and to have a viable black student community, Bellarmine definitely needs a greater number of black students.

Although Hood College has only a small number of black students, retention suggests a realistic measure of success.

In cooperation with the Racial Justice Commission of the United Church of Christ, we instituted in the fall of 1969 what we are calling the Transitional Year Program. In 1969 eight students (all black) were admitted to the freshman class under this program; in 1970 five students (three black, two Puerto Rican) were admitted. Half-scholarship for each student is provided by the United Church of Christ, and the other half by Hood College. The major focus of the program has been a very flexible approach to the academic program of each student and on tutoring and remedial work. Six of the original eight students are currently enrolled at Hood, and of course the five new students are also currently enrolled. We have been pleased with our success in this program and are looking forward to its continuation.

Southwestern at Memphis is studying the amount of financial support required for a strong program. This college also points to the importance of assured dormitory housing for late applicants:

> The small number of black students in the dormitories of the college has been a source of concern. As one method of relieving this problem, the Committee on Admissions and Financial Aid designated 10 spaces in the men's residence halls and 10 in the women's residence halls as reserved for black students. This new policy has the effect of holding such rooms for black students beyond the time when the dormitory is customarily completely allocated to accepted students. This is important in view of the experience we have had of black students applying to the college at a comparatively late date. It also has the effect of opening these spaces to black students even if they are Memphians, which is a variation from our normal policy of filling the dormitories with out-of-town students.

Southwestern University in Texas expresses the concerns of many church-related colleges about the texture of the student body.

> We have been doing our best to recruit black students whom we feel can succeed academically on our campus. We do not have funds for special remedial work. We have, however, admitted students with much lower qualifications than is our usual custom and in only one case have we lost a student via the academic route. We lost a second student due to personal problems at home. We find it difficult to recruit black students for a small liberal arts college that, good or bad, has been traditionally middle- and upper middle-class oriented.
>
> For those who have come it has been a matter of the exercising of real courage. We have done what we could to try to alleviate the pressures that they would naturally feel, but it has been a difficult thing to do. Our student body has accepted them very well, at least in terms of outward appearances but the problem of being such a small group in so alien a culture has made it difficult for the black students. At least the communication on the problem has been kept alive and we are now in the process of establishing a small place for the black students to have as their own on campus. It is a one-room affair in a former residence hall, now used mostly as faculty office space. The students themselves are doing the work in preparing the room for their occupancy.

Not only do many black students need full financial support, but some also have been income producers for their families. SREB's project on the minority student in the community college found this factor to be a significant one in determining whether black students could attend the local community college where costs are low compared to the residential senior college. Among the replies, a number of institutional programs for providing financial help illustrate a variety of efforts to augment support.

The University of Tennessee at Chattanooga reports:

Scholarships - 13 full tuition scholarships; 35 part-tuition scholarships.

Work-Study Program - 196 (of total 299 black students) have worked or are now working in college work-study programs this year.

Summer Program - A strong summer work program was conducted in summer projects. These students earned sufficient money during the summer to enable them to reduce or eliminate the burden of work during the regular college year, thus gaining more time for study. Further, summer earnings were used as the qualifying match for Equal Opportunity Grant funds which were sufficient to cover basic tuition for the college year. A similar program is planned for the 1971 summer.

Work-Study Pool - This is a rather unique project. Students (mostly black) enrolled under the College Education Achievement Project program require maximum funding in most cases and have minimum training. To participate in the program they must have $400, which is available as EOG grants provided there is some matching grant. The only matching award available was work-study. All CEAP students having EOG awards to be matched by work-study, were grouped in the POOL program in which they reported daily for instruction and assignment. The students were gradually assigned to various campus offices, and a few students were assigned to off-campus projects as these became available. About six or eight students remain in the POOL where they assemble each day and are available for routine and overflow work. This project proved valuable -- students were given much-needed work and manpower was made available to over-worked areas of the campus.

The University of North Carolina at Chapel Hill:

Work-Study Program - The university uses students on a part-time basis throughout the campus; a student-worker earns money to support himself while he is in school. (One student, who is black, is assigned to the Office of Undergraduate Admissions and assists in making the university known to black students who are still in high school.)

While not within the federal work-study program, during the months of March and April 1971, a group of eight students are engaged, for pay, in a program of visiting home towns of black students who have been admitted for the fall of 1971. This follow-up of the admitting procedures was productive a year ago and much is expected of it this year. The visitors answer questions, or record them for referral to appropriate offices; counsel the admitted students; talk to parents; and otherwise help to prepare the new students for their first enrollment. This activity is under the direction of the Office of Undergraduate Admissions.

East Tennessee State University:

Financial Aid - Out of a total of 181 black students, 55 participate in state scholarships, Economic Opportunity Grants, and the College-Work-Study program. Summer Program for Disadvantaged Youth funded through the Governor's Office, provides summer

employment to needy college students, including blacks and other minorities, in the Johnson City recreation program, which extends leadership and supervision of recreation in the deprived areas of the city.

Francis Marion College:

In the Career Opportunities Program, our students come from nine counties and 10 school districts. They take an academic load of six to eight semester hours and work as teacher aids in the various school districts. They are paid by the school districts for their work and they are enrolled in degree programs at Francis Marion College.

University of North Carolina at Charlotte:

Further, the university administers a special scholarship fund which has been established to assist worthy black students at UNCC. The instrument which created the scholarships specifies that they shall be awarded by a nine-member scholarship committee composed of one faculty member from each of the philosophy, English, chemistry, sociology, history, and physics departments, and three members of the student body, two of whom shall be black. The document stipulates that they shall be awarded on the basis of 1) need, 2) ability, and 3) prospective service to mankind, or any combination of these qualifications within the discretion of the scholarship committee. The size and number of scholarships to be granted in any year are determined by the scholarship committee.

Work-study programs for minority students deserve more consideration. If properly structured and supervised, they provide an experience through which the student may mature his aspiration patterns and establish goals for his further education. Many of these students have not had the opportunity to formulate career goals because of lack of information about careers. Through work-study programs, or even better through cooperative education of alternating work and study periods, they may mature as they learn and set up goals which will significantly affect the rate of retention and the final results achieved.

Another point which should be made before leaving the subject of recruitment and admissions is the importance of continuity as the student moves from admission into his life as a student. There is reason to believe that many minority students are "turned off" by events and experiences during the first year in college. If black staff have been in touch with him during recruitment, have helped him with registration, might they not also be available to him as counselors during his first year? This point will be further developed in a later section on counseling. But the danger of disillusionment is a real one, and an effective recruiting

program not supported by a continuing and viable contact with the student in his early weeks on campus may be damaging -- damaging because the student may feel he was wanted before he enrolled and forgotten afterwards. In the past the admissions office has been regarded as primarily related to the academic administration. In the future it must be as intimately related to the student personnel administration. Otherwise the integrity of a program which recruits disadvantaged students may be called into question.

INSTRUCTION

For decades colleges and universities have provided special instruction for students who entered not fully prepared for college work. In the 1930's, Duke University required students scoring in the lowest fifth on the American Council psychological examination to take a three-hour course in introduction to study habits. Ohio State University was doing pioneer work in remedial reading, and catch-up instruction in mathematics and in English was offered widely, sometimes for credit and sometimes not. It is assumed that remedial and compensatory instruction is still commonly available in most colleges and universities.

These programs alone, however, do not meet the special needs of minority group students. In fact, it was discovered during SREB's study of the black student in the community college that placing these students in non-credit remedial and compensatory programs "turned them off" because they felt racially selected for such programs. But even when they escaped such identification, it was found that something more was often needed. Readers of this material are urged to read the SREB report on The Black Community and the Community College for a summary of instructional programs through which these institutions are preparing minority students to compete successfully in college work.

The most frequently and favorably reported instructional programs in the senior colleges were special summer institutes for disadvantaged students. These courses, given prior to the freshman year, have had some evidence of success. The fact that the work was done in the summer meant that the students were not segregated into remedial work when they began the freshman year. The summer program could be regarded as a special privilege and not as a debasing experience. Thus the University of South Florida developed (in 1969-1970):

> Summer Special Opportunity programs (since 1969) to bring in 100 disadvantaged students each summer (increasing the likelihood of their success in academic work) for early admission.

The University of Kentucky offers a College Preparatory Program which is:

> An eight-week summer program designed to motivate individuals from economically disadvantaged backgrounds to attend college. Instruction includes study skills, library usage, basic English, and black history. Part-time on-campus employment is provided. Students bear no expense for the summer program. Financial aid is made available for the following fall semester to students who demonstrate promise during the summer.

> The College Preparatory Program was held during the past summer and appears to have been much more effective than the programs conducted during the preceding three summers. We moved from an evening-only program to a full-time, daytime program--including freshman composition for regular credit. Thirty-five students began the program, and I believe about 28 completed it.

At the University of Virginia, the Summer Preparatory Program is regarded as particularly successful.

> The University sponsors or runs four compensatory programs. Upward Bound and CLEO (for prelaw students) are well known. Although many colleges and universities have programs for entering students, our Summer Preparatory Program has been particularly successful. It is designed for up to 40 participants who are well-motivated and financially and educationally needy of the eight-week summer session. On weekday mornings students work in a facility or department of the university, and in the afternoons and evenings attend classes and discussion groups which, using problem-solving methods, aim to have students discover and improve their skills. It focuses upon writing and mathematics, with some attention to a laboratory science and for a few who were unable to take a foreign language in high school, some preparation in French, Spanish, or German.

Florida Presbyterian College planned its first Special Services Program for the summer of 1971. A report on its success should be available later in the year.

> Students selected to participate in the Special Services Program are expected to share the experience of a bridge summer on campus. Every reasonable effort will be made to insure a successful experience. For this reason, students will be permitted to take one six-week college level course for credit. Additionally, one course specifically designed with parallel methodology to the regular academic year Core Program would be required. This would be done to acquaint the students with the idea of reading many textbooks concomitant with preparing written and verbal reports.
>
> Many of the Special Services students will be black. The college fully intends to employ a coordinator of black studies in June, 1971. He will be available along with key faculty and staff for orientation of Special Services students, providing techniques to generate proper study skills and motivation, in addition to designing encounter group experiences designed to help make interpersonal relationships more relevant in acquiring self-identity and awareness of the real world in which they must survive. It is felt that the students must have a successful college experience from the beginning to enhance their ego development.

The University of Florida, with its own resources, initiated a summer program in 1970. It was called the Critical Year Program.

> The largest of the experimental programs was the Critical Year Program which began in the summer quarter, 1970 for 167 entering freshman students (110 black and 57 white) who because of poor preparation or some other factor, failed to meet the normal

> criteria or did not give a true indication of their ability to succeed in university work. Their courses in English, logic, physical science, and American institutions were scheduled with one to two hours of extra class time per week but otherwise were at the same academic level as regular University College courses. Secondly, the Reading Clinic and the University Housing Office provided professionally trained personnel to aid the student with academic and personal problems. Both of these required increased personnel and increased faculty and staff commitment, in addition to funds for direct aid to students. This program was funded entirely from university sources.

Duke University has operated a Summer Transitional Program for three years. SREB is making an appraisal of this project and will publish it in the near future.

Another type of instructional program has emerged with the enrollment of black students. A variety of courses in black studies has emphasized the role of blacks in the humanities and in the social sciences. These programs are closely related to the campus life demands of black students and are discussed in more detail later in this report. But recognition of this curricular development belongs in any review of instructional adjustment to minority student needs, particularly of their need for an identity concept within the total culture.

In some ways the growth of course materials in black culture is similar to recent developments in non-western subject matter. There is a growing awareness that liberal education can no longer be limited to Western civilization. As student bodies become culturally diversified in composition, curriculum content will reflect that change. For a time black studies will constitute a recognition of black identity in the total culture and will be included in the demands of black students. But this development is important for all students and should be included in basic curriculum reform related to the understandings essential to a multicultural society.

Old Dominion University has employed an indirect method of structuring its offerings which relate to black studies.

> Old Dominion University has no black studies as such; however, in recent years courses bearing on the subject have been added by individual departments as the demand appeared.

Academic courses dealing with minority situations are:

History 385	The Negro in American History
English 314	Black Literature
Sociology 326	Minority Groups in the U.S.
Sociology 307	Peoples of Africa
Speech 354	American Public Address-The Black Orator
Political Science 403	Civil Rights and Civil Liberties
Special Education 406	Education in the Ghetto

(Graduate or undergraduate credit)

With the exception of Sociology 326, which has been offered for approximately five years, all courses have been instituted within the last two years. Most courses have been offered in alternate semesters depending largely upon demand. Student and faculty comments suggest a continually rising interest in black studies.

The non-credit Free University organized by students has offered several courses (1969-70) dealing with black interest matters. Among the more popular were The History of Negro Americans and a course on black communications.

Of course, as may be expected, many of the faculty participate in exchange lectures at predominantly black colleges. These programs have been initiated and maintained by the faculty.

An interdepartmental approach was followed by Sam Houston State University in implementing two programs with emphasis upon minority cultures.

Ethnic Studies Program - Two years ago this university implemented a multidisciplinary program in ethnic studies which focused principally upon the two ethnic minority groups predominating on this campus: the Afro-American and the Mexican-American. Eight academic departments collaborated in sponsoring curricula offerings including courses in Mexican-American culture; history of recent Africa, of American minorities, and of jazz; ethnic influences in modern American fiction; etc. Student response to these offerings has been strong and some of these courses have become regular curriculum offerings in departments.

At the University of South Carolina, a student may complete an interdepartmental major for a degree in the College of Arts and Sciences.

A. Interdepartmental Major Program in Afro-American Studies
   (1) Major Requirements

   The Afro-American Studies Major consists of three interrelated sets of courses:

   a. A group of at least four courses selected in such a way that the student is assured a firm foundation in one basic discipline. (e.g. political science, history.)

   b. A group of courses drawn from related disciplines and bearing upon the culture and history of Afro-Americans including their antecedents in Africa. (e.g. sociology, psychology.)

   c. A serious independent research project or internship experience which will require each student either to develop original ideas or to gain personal experience

through carefully supervised participation in private or public agencies dealing with the problems of Afro-Americans in this state and region.

The University of North Carolina at Charlotte is adding a special new course to its interdepartmental program.

> For the past two years, various departments have cooperated to provide courses focusing on certain aspects of black culture. In the fall of 1971, a new course called "The Black Experience" will be introduced which will emphasize the formation of a healthy definition of one's self through the development of black identity. This course has been designed to encourage students to examine their interpersonal relationships and the determinants of those relationships.

An unusual development in recognition of the importance of a multicultural approach has occurred at the University of Maryland.

> Multicultural Center which has been proposed will endeavor to increase the knowledge and understanding of foreign cultures through research and study of the interrelations among the seven major cultures housed. Through teaching, research, and service, the center will develop integrated and scientifically valid information about cultural areas of concern on a continuous, permanent basis.

New College has engaged in experimentation with a black studies program and has reported the work in some detail. This description may be found in the Appendix.

There is evidence of increasing cooperation between predominantly black and white colleges in proximity. For example, Fisk University and Vanderbilt University assist each other in a black studies program. Vanderbilt also reports on the development of a Nashville University Center Council.

> One program should be mentioned which is perhaps a little more out of the ordinary. The Nashville University Center Council is a cooperative effort by Fisk University, Meharry Medical College, George Peabody College, Scarritt College, and Vanderbilt University. Under a grant from the Ford Foundation, the council made a thorough study of the programs of all the institutions and drew up proposals of ways in which cooperation could be improved by sharing of resources, non-duplication of effort and joint sponsorship of programs not now strong in any of the schools. Two immediate results have come about. Starting in the academic year 1971-72, all five institutions will go on a common academic calendar. Starting two years ago, students from all institutions were allowed to cross-register for courses. To facilitate this, a regular shuttle bus service was instituted between the two groups of campuses, a distance of about a mile and a half.
>
> The heads of the institutions are presently considering the large number of possible areas of further cooperation.

Catawba and Livingstone colleges have one department of sociology for the two institutions.

Our most significant institutional effort is our cooperative effort with Livingstone College, a predominantly black institution. Our efforts take three forms:

a. Student interchange on the student's initiation in any course or curriculum without fee costs. There is actually little of this in practice.

b. Interinstitutional cooperation in the Title III program.

c. A joint Department of Sociology with eight jointly appointed faculty members and approximately 350 students (about 1/6 of the overall enrollment in both colleges). Classes are scheduled on each campus and the students are transported from one campus to the other (a distance of 1½ miles).

Old Dominion University and Norfolk State College, over a period of two years of experimentation, pioneered in joint seminars for seniors preparing to teach. SREB is now working with paired institutions in two other locations. In these programs students secure cross-cultural experiences which neither institution could supply separately.

Co-operative Programs: In the fall of 1968, the faculties of the School of Education at Old Dominion University and Norfolk State College (a predominantly black college) organized a seminar with the objective of exposing student teachers to integrated classroom situations. This modest program proved so popular that it later evolved into an ongoing student teacher workshop, and after that even became a model for other Southern colleges to follow. The Norfolk Interinstitutional Seminars for Prospective Teachers now combine the resources of three institutions of higher learning, the two aforementioned schools, plus Virginia Wesleyan College. The organizers of this program feel that teaching techniques are important, but equally important is a fundamental understanding of the students in the class and the families from whose homes they come.

Student participation in guiding the seminars has been great and feedback suggests a high degree of relativity to present needs. As a matter of fact, the SREB has selected the program as a prototype to be expanded to such colleges as Grambling College and Louisiana Technological University, Florida State University and Florida A & M.

With the apparent success of the practice teaching seminar in the School of Education, the university as a whole entered into a course and credit exchange with Norfolk State College. The program was first announced in the spring of 1970. According to Old Dominion University's registrar, thirteen ODU students enrolled for classes at NSC, while eighteen NSC students enrolled for ODU classes. Basically, Negro students have selected business and science courses at ODU while ODU students have chosen courses in black studies at NSC. Few students know of the program since it has been given little publicity and is, in fact, not mentioned in the catalogs of either institution.

In cases where institutions are not in proximity, the cross-cultural experience may be achieved by student exchange. The University of Florida is initiating such a program, made possible by:

> A grant from the Carnegie Foundation for a program to support 250 black students from Edward Waters College, Florida Memorial College, and Bethune-Cookman College to spend a quarter at University of Florida or Florida A & M University at the junior or senior year in order to learn at first hand the opportunities in advanced professional or graduate instruction or other programs not available at their home institutions. Exchange of University of Florida or Florida A & M University students to the three private colleges is also provided for. The grant will also provide for special tutorial, instructional, and counseling assistance for 25 black junior college graduates transferring into the upper division of the College of Arts & Sciences at the University of Florida.

The University of South Florida is also planning exchange with Florida A & M University.

> We have approved Student-Faculty Exchange Program with Florida A & M University to provide cross-cultural experience in problems of equal educational opportunity, interracial understanding and realization of human potentials, furthering USF's and FAMU's growth toward inclusive membership and responsiveness to their multiracial constituency. Implementation is dependent upon the approval of the program by the FAMU senate.

Auburn University's ad hoc committee has recommended a number of innovations in its academic program in recognition of its role with minority students.

1. Authorize the development and establishment of new elective courses for credit under the pass-fail option, that involve major emphasis on "lab experiences" and problem situations. In many instances, these would be courses requested by students and, if feasible, would be taught by the instructors that are requested by students. Such courses should be university-sponsored, and should not have prerequisites. These courses would have the dual advantage of providing for student involvement in working with the disadvantaged, and of a teaching-learning experience on how to work with the disadvantaged.
2. Obtain extramural funds to support the development and operation of "Summer Institutes for Teacher In-Service Training" both for disadvantaged teachers and for teachers of the disadvantaged. These institutes could be held on the Auburn campus or in cooperation with junior colleges and/or other four-year institutions throughout the state. Emphasis in such institutes should be to improve overall teaching competence, but with particular emphasis on competence to teach in disadvantaged areas, in disadvantaged schools, and disadvantaged students. Efforts to improve communications skills between teachers and students should be stressed. This kind of activity in institutes could be supplemented by use of ETV and other appropriate

media. A major objective of this type of institute would be to upgrade teachers and to improve the quality of teaching, particularly in disadvantaged areas. (For programs of this type, federal support funds are available through the U. S. Office of Education and possibly other sources). This type of institute would provide Auburn University an opportunity to make an indirect contribution toward meeting the educational needs of the disadvantaged. Through this indirect type of program and activity, Auburn University can make a much greater impact toward solving the disadvantaged problem than by limiting its activities to direct methods.

3. Develop and expand the activities and programs in the area of general extension at Auburn. More activities and programs designed for and conducted with emphasis on the problems of the disadvantaged should be undertaken. Federal support funds are available for such activities. Educational programs need to be developed to advise and, if necessary, to convince federal, state and local agency people in Alabama of the value of using more "voluntary" people in their programs. The services of faculty and students from universities, colleges, and other educational institutions should be more fully utilized by the agencies that operate within the state in areas involving disadvantaged people. The greatest returns in General Extension for increased activities in areas dealing with the disadvantaged will accrue from the widespread use of indirect methods. By working with agency personnel, the personnel at Auburn (both faculty and students) can minimize the university's investment in resources, while at the same time it can maximize its influence, productivity, and contributions toward meeting the educational needs of the disadvantaged.

The University of Southwestern Louisiana has made changes in the academic program through its Media Center.

> The black students have benefited from the changes made possible by the sincere efforts of the academic vice president and the immediate program supervisor to see that no extra burden which might hamper academic success is placed on the black students at this university. All non-credit courses were changed to credit courses, and the establishment of a Student Financial Aid Appeal Committee for students who would otherwise lose their financial assistance are examples of institutional changes to enable black students to advance in college work.

A recognition of the growing interest of blacks in journalism was implemented by the University of South Florida, and several new programs were developed through the College of Education.

> Sponsored Summer Journalism Workshop in 1970 for prospective black journalists -- cooperatively with local newspapers. This workshop was very successful and it is recommended that it be continued.
>
> We developed through the College of Education the following workshops: Problems in the Racial Integration of the School Staff, Black Language and Literature in the Public Schools, Multi-Ethnic Materials in the Elementary School Classroom, The Negro Heritage

and Experience in the Western Hemisphere, Innovative Programming for Disadvantaged, The Culturally Disadvantaged in Schools, and Enrichment Program for Bright Culturally Disadvantaged Children. Weekly seminars have been conducted by College of Education faculty members on problems of the culturally disadvantaged.

COUNSELING SERVICES

The traditional counseling services provided by most institutions will not meet the needs of black students. Some of the reasons include lack of black staff and lack of training of white staff in working with black students, failure to provide centralization or coordination of student personnel services, and failure to recognize the nature of the assistance needed by these students.

Texas Southern University, which is predominantly black, has become aware of the urgency for providing centralized services. Students were lost in the maze of diversified counseling resources: educational planning, financial aid, health, testing, personal problems, housing, etc. The university now has an office which is the counseling center to which a student may come with any problem, and through this office he will be assisted in using the total services available throughout the university. SREB will soon publish a description of this program. For large universities some centralized procedure is of the utmost importance, not only for minority students but for any students who are easily lost on a large campus.

The presence of black staff in student personnel services is important for a number of reasons. First, their visibility means to the black student that the university is aware of its responsibility in employment at all levels of operation. Second, for some students under some conditions, initial contact for counseling may be easier with a black counselor. Third, these staff members will help white staff understand the problems faced by minority students and will improve their ability to communicate with them. The following illustrations are typical of responses received from many institutions.

Florida Presbyterian College took three steps:

> Freshman Advisory Council. Freshman Advisory Council members (FACs) act as academic and social advisors to new students. FACs who work with special services students will reflect the ethnic background of their advisees. FACs for the most part, will be work-study students living in the dormitories with their advisees, available at all times for tutorial assistance and other specific help.
>
> Resident Advisers. In each dormitory unit (30-35 students) a junior or senior student holds the office of resident advisor. This is a paid position and the RAs are responsible to the Dean of Students for the health and safety of the students in their houses, for helping students handle minor personal, social or

academic problems, and for getting them help with problems that are too great for the RA to handle.

Counseling Services. Two professional counselors, one black and one white, together with supporting office personnel, provide a wide range of counseling services including: diagnostic testing, academic and psychological counseling and referral, career guidance and encounter group experience.

The University of North Carolina has also developed three special programs:

Career Counseling for Black Students: A black career counselor works with black students by exploring, identifying, and compiling information on the many opportunities now available for the black college graduate.

Summer Employment Program for Black Students: The program is designed not only to supply money to pay for the student's education, but to expose the black student to work situations and experiences which will develop him professionally and demonstrate to him the possibility of achieving professional level jobs after college.

Job Information Center: A black counselor in the Placement Office is compiling a collection of business and service-oriented employment opportunities in the developing countries of Africa and within the United States.

In addition, the university has developed a Special Services Program which is described in some detail.

It has been requested that we not include the more traditional programs in basic skills, but it does seem proper to begin our list by referring to the activities which have been reinforced and initiated by a Special Services Project supported by a grant from the Bureau of Higher Education of the United States Department of Health, Education and Welfare. That undertaking has been built largely around remedial programs in basic communication skills, but the project has also provided material as well as moral support for several efforts to improve the academic achievement of black students, to create a more congenial and exciting intellectual and social environment on the campus for minority students, and to help such students establish and achieve vocational goals. In connection with this project the following activities or services should be cited:

1) Eleven student counselors, trained by the project staff and financed with project funds, have been assigned to the residence halls where they live and provide special counseling services for minority students.

2) Twenty tutors, drawn from the student body and interacting between departments and the Special Services Project office, provide special instruction in a broad range of academic fields.

3) A black male, who works one-half-time in the Counseling Center and one-half-time in the Placement Office, provides vocational counseling and placement advice for black students.

At West Virginia University a black student advisor serves foreign students as well as American blacks, has funds to support tutorial services, and contributes to an information bulletin which reaches prospective high school students.

> The position of Black Student Adviser was established two years ago. The Black Student Adviser also functions as our Foreign Student Adviser inasmuch as a major segment of our foreign student activity derives from our link to Uganda. He helps black students find housing and jobs in Morgantown. He provides tutors for black students and has funds to pay for them. Some social programs are arranged for the black students by him. An occasional Information Bulletin, which is published by his office, is oriented both to the needs of black students on campus and to those still in high school. Much of his time goes into counseling with individual students.

The University of Maryland has responded to the need for coordination by setting up a central clearing house.

> Black Student Educational Services-Office serves as a clearing house, referral service, coordinating office and information exchange for matters concerning black students. Serving as a liaison between administration and students, the office director disseminates information, evaluates university services, determines community needs and serves as an advisor to the students and administration.

The advantage of locating tutorial assistance in the student personnel division is illustrated at the University of South Florida. Dr. Margaret Fisher, Assistant Vice President for Student Personnel, reported this program in SREB's The Black Community and the Community College, and it is repeated here:

> Specialized advising is arranged for disadvantaged students in a relatively simple procedure. On admission, participants are identified and are assigned to an advisor. The criteria employed roughly follow those used by the U. S. Office of Education Division of Student Special Services to identify disadvantaged students: low income, migrant background, receiving welfare or vocational rehabilitation benefits, inner city public housing or model cities' residents, or black students. The admissions office identifies potential participants, and the Coordinator of Advising selects from a list of volunteers a faculty member who is assigned to the student. The advisor initiates the relationship with the student by letter, telephone, or personal visit. He assists the student in completing the admissions process, in applying for financial aid, in planning his academic program, and in referring him for specialized services to improve skills in reading, tutoring, speech and hearing, counseling, and "cutting red tape."
>
> Assignment to special advisors is made on a one-to-one basis as far as possible, and an outside limit of three or four students per advisor is observed quite strictly. Some advisors are interested in trying out a small primary group relationship involving

three or four culturally disadvantaged students. Other advisors are using student study partners or student participants outside the culturally disadvantaged group. But all of the faculty members and the assisting students assigned to this service are volunteers who have indicated their interest in work with culturally disadvantaged students.

The faculty and student volunteers must manifest interest in learning about the problems of black students and other culturally disadvantaged students; must demonstrate some ability to communicate with students from socioeconcmic groups different from their own; and will be thoroughly trained in methods of teaching students to use the administrative systems of the university to fit their own interests. In effect, the advisors are specially trained in manipulation of institutional processes by black students and by other culturally disadvantaged students. They are informed of the special needs of these students, the habits and temperamental patterns which interfere with effective operation within the university, and they are trained in referral to the several special units which provide needed professional services.

All of the advisors are trained with the regular academic advisors for the lower division in the program planning, registration, and referral procedures needed for the job. In addition, they get special briefing on how to initiate interviews and how to refer students for services on personal problems of various types. These problems include speech and hearing, reading, subject matter improvement, tutoring, clinical counseling on personal problems--all served in the Counseling Center for Human Development, the Health Center, the Student Personnal Service and other specialized kinds of counseling and assistance. The advisor is also alerted to student deadlines for adding and dropping courses, applying for financial aid, and other administrative procedures.

We do not have an office designed to serve culturally disadvantaged students. The Coordinator of Advising handles the special service program along with the responsibility for lower-division advising. Advising assignments continue until the student has been accepted by an upper division college and is assigned a special advisor in the major field. During the freshman and sophomore years, faculty volunteers represent one source of assistance to students with problems. The advisor does not wait for the student to come but initiates an advising interview at points where he knows the student needs to take some action. The Student Affairs Office supplies supportive services to back up the advising process, and the Office of the Dean of Women follows the progress of the students on a term-by-term basis for purposes of instructional research. Advisors have substantial responsibility for recommending action on academic warning status, waiver of financial aid criteria, waiver of admissions criteria, and decisions about whether the student should leave college or continue in school. These recommendations are made through the Office of the Dean of Men or the Dean of Women, and the responsible faculty-student committees rely very heavily on the discretion and recommendation of advisors in making administrative decisions about culturally disadvantaged students.

Most colleges and universities fail at a critical point. For an ideal

program of counseling minority students, the task ought to be shared by all faculty, administrators, and staff -- housemothers, secretaries -- who deal at all with students. To accomplish this end, training procedures on relationships with minority students must be provided at all levels. Even the maintenance staff must be provided with understandings which most of them do not have. Efforts in this direction were noticeably absent in the responses from institutions. Yet many instances of campus disruption might have been avoided had such training been provided, and it is known from SREB's junior college project that some drop-outs of black students took place because of happenings which need not have occurred.

CAMPUS LIFE

The enrollment of minority students inevitably affects the style of life on a campus which has previously had only white students. The admission of black students does not necessarily result in desegregation, for the minority group may still experience a feeling of isolation or even alienation. Under such conditions, questions may be raised as to the reality of educational opportunity, for success in academic work is highly influenced by the quality of campus life.

Institutional responses to SREB's inquiry provided more information on new programs in the area of campus life than in any other category. The responses may be classified under four general headings: committee structures for guiding minority relationships, developments of black student unions and organizations, black participation in campus community life, and black participation in projects relating the campus to its surrounding community.

The participation of black students on university councils and committees is of utmost importance in determining the degree to which they believe that they have been accepted as part of the campus community. The University of Alabama at Birmingham has taken steps to assure black representation along with other students.

> Both the Senate of the College of General Studies, which is advisory to the Dean of that body, and the Council of the University of Alabama in Birmingham, advisory to the President, are bodies with broad representation within the University community. Each of them is composed 50% of faculty and administration, 25% students and 25% staff. Black representation has been consciously developed at every level.

Southwestern at Memphis created a subcommittee for providing advice on needs of black students. This method is different from representation on to top level institutional councils.

> Subcommittee on the Problems of Black Students of the Committee on Community Life - This subcommittee came into existence in the 1969-70 academic year in response to the particular needs of our black students. It operates informally through consultation with black students in determining effective ways to overcome their particular problems, within the rather flexible academic program of Southwestern at Memphis. Members of this committee are in fairly close touch with the faculty advisors of black students and have sought to meet occasional small financial crises among these students. Through the work of this committee, for example, the BSA was encouraged to take part in the orientation program for freshmen, addressing itself in particular to the black students in the freshman class.

At Louisiana State University a Council on Campus Minorities has been created.

> Council on Campus Minorities - Established in order to achieve involvement of students and faculty in providing alternatives for the minority problems in areas of student affairs, high school relations, financial aid, employment, housing, academics, athletics, and cultural activities. The council is chaired by a faculty member, subcommittees thereof are headed by students and faculty.

The campus paper says:

> "OUR PURPOSE is to find solutions to problems in a certain area, not just to sit and hear or make complaints," he said. "The philosophy is that the council can lead the way to creating an environment not based on skin color and where everyone has the opportunity to develop his skills and talents regardless of race, creed or color," the chairman said. Small groups are more effective for this, he observed.

Louisiana State University has also seen the development of the LSU Foundation.

> LSU Student Foundation - This foundation was developed by interested students, including minority members, in an attempt to make the campus experience more meaningful for all students. Much of their emphasis will be placed on making the academic and cultural aspects of LSU inviting to prospective students and by encouraging greater cooperation through improved communication. Black student participation has been at a high level in the development stage thus far and is anticipated to be of value in the area of high school relations as well as the development of alternative solutions to campus problems.

In addition to campuswide councils and committees, many universities and colleges have reported the growth of black student organizations. Questions are often raised concerning the purposes served by these groups. Do they tend to foster separatism and increase a feeling of alienation? Or do they provide a means of identity for the black student on campus? Obviously either condition, or a combination of both, may result. Perhaps the more that these organizations may resemble other special group organizations, the more likely they will serve in a positive way to provide a form of identity along with participation in total campus life. It is important that black student organizations be represented along with other student groups in whatever campuswide structures exist in student affairs. For example, black fraternities and sororities should participate fully in the Pan-Hellenic Council.

It is of interest to read the description of activities in which black organizations participate on various campuses. At Spalding College the

BSU sponsors some wholly black events and others in cooperation with other student groups.

> Black Student Union has been established on campus. Student members sponsor events in their own right and cooperate in sponsoring others with similar student groups. Last year they planned a lengthy dialogue session with white students. Following this initial dialogue, they held weekly for a period of eight weeks small group discussions with black and white students participating, each group led by a black leader from the civic community.

Two minority group organizations have been formed at Sam Houston State University.

> Minority student organizations - Los Amigos, a Mexican-American student organization and SPADE (Society for the Preservation of African Dignity through Education), an Afro-American student organization, are two of the university-sponsored organizations which are highly active in student life and which are keenly interested in ethnic minority issues and causes on this campus. Each is sponsored by a regular faculty member of the university and works with the student life administration of the university in arranging for guest lecturers and speaker series highlighting ethnic issues.

Southwestern at Memphis emphasizes the importance of the black association to the total campus community.

> The Black Students Association - This is the organization of Southwestern students who have in common their blackness and their interest in promoting black culture and relating themselves to the needs of black students. This group, which operates autonomously as an approved campus organization, has been very active and creative in the life of the campus this year. Its members have organized and put on a fashion show, an evening of soul music, and a play representing the current black theater. This has not only been helpful to their own feeling of solidarity but has been educational to the entire Southwestern community. Most of the progress in interracial relations this year I would attribute to the good spirit and hard work of this group of 37 black students.

At the University of Maryland the emphasis is upon identity but is accompanied by a program of services to the campus.

> Student Cooperative Cultural Center will provide facilities and programs in which Black students can establish an identity base to develop relationships, feel optimally comfortable and create activities which reflect their cultural characteristics and needs. The Center will develop in social (informal activities), educational (tutoring, seminars, workshops), cultural, and community-oriented directions.

The emphasis is on the black experience at Old Dominion University.

> Social Life: Socially, Negro students have formed (in Spring 1969) the Students for the Development of Black Culture. This

interest group is composed only of Negroes and has a membership of approximately fifty. It might be added that this is one of twenty-nine recognized interest clubs on campus. The club's activities have included a fashion show, a bake sale, a sensitivity session and a black studies film. The club supports the Negro History Seminar of Tidewater and other community related projects. When interviewed black students presented a diversity of opinions as to the social "scene" on campus. Most generally agreed that blacks tend to seek out blacks and whites to seek out whites.

In the twelve fraternities and nine sororities on campus enjoying a membership of approximately 600 members, there are four black fraternity brothers. As of this report there are no black students in any of the sororities. Rush is open and membership is invitational.

The concerns of black students at Marshall University are centered more on promoting good racial relationships and on community service.

Last year a Student Relations Center (containing an Afro-American Room) was established to provide the following functions:

1. The center will serve as a focal point for the cultural, social and intellectual interests of black students. This purpose will be achieved through an Afro-American Cultural Center containing a library of materials relating to black history and culture, and through the scheduling of displays and exhibits relating to the black experience.
2. The Student Relations Center will seek, in conjunction with other University agencies, to promote racial understanding and human brotherhood. The educational direction of the center will aim through programs and seminars toward an appreciation and understanding of human beings and their cultural heritage.
3. The center will also serve as the university agency coordinating student community service projects, particularly those projects involving the immediate residential area. Of special interest to the center would be tutorial and recreational programs for disadvantaged elementary and secondary school students, as well as student continuing education projects for neighborhood residents.

The response from Bellarmine-Ursuline College, though lengthy, is presented in full. The black students took the lead in moving away from a black center to an office concerned with human awareness. Though the new office moved slowly last spring, the college reports that more activity is expected this year.

The black students voted to replace a proposed "Center For Black Affairs" with the following proposal for an office of Human Awareness. This was not part of the recent report of the Committee on Student Affairs, but suggested and prepared by the Black Student Union. The committee agreed to attach this proposal as part of the preliminary report.

It has become apparent that certain minority groups have certain problems in adjusting to the atmosphere on campus.

Black students have had problems becoming welcome into the total college community. At the present there exists no office for venting complaints about particular problems. In light of the financial status of the college, adequate attempts have not been made to recruit minority group students (i.e. blacks, Mexican-Americans, Indians) to Bellarmine-Ursuline College. With these problems growing year by year and with the intensity of these problems increasing, John Hardin, Chairman of the Black Student Union, has made the following proposals:

1. That the college employ the services of a full-time or part-time human awareness officer,
2. That the services of said officer will be offered to all students,
3. That the duties of his office shall be to coordinate and constructively plan a program for the inclusion of all minority groups into the total programs offered at the college,
4. That this office shall work with student groups as well as those offices in the administration that deal with students to conciliate any problems that arise as far as student relations are concerned,
5. That this officer should attempt to provide the best climate on campus for members of all races and creeds in the context of the Christian liberal arts college,
6. That this officer would be a member and/or consultant to the Admissions Committee, Student Aid Committee, Student Affairs Committee and Human Awareness Committee. These duties would be of utmost importance in assisting minority group students overcome any serious difficulties encountered on initial arrival on our campus,
7. That during the first year of operation this office should work out of the Black Student Union Office, for the shortage of office space would dictate such an operation,
8. That this office should work with the Office of Academic Advisement and the Student Development Office on the issues of academic and personal counseling,
9. That said officer should be directly responsible to the President,
10. That this officer coordinate his efforts with those of the Black Counselor and Recruiter,
11. That this officer be subject to the same interviewing recommendations as the Black Counselor and Recruiter.

To what degree are black students provided an opportunity to participate in campus activity which reveals the institution's concern for minority students? The reply from Bellarmine-Ursuline College included a paragraph which speaks to this point.

> The black students have been more than generous in offering their time to discuss the problems as they see them on the campus today.

> As a group, they feel that there must be a change in the attitude of the entire college community regarding black students. Although they agree that this can be accomplished only through personal contact, it is quite evident that this apathy would hinder progress in reaching solutions. The attitude held by many in the college community that these problems can be delayed or postponed until the college is financially able to undertake some steps is a part of this general apathy. Are we positive that it is not akin to the delaying tactics of many Southern school systems?

It is important, then, that we consider what colleges are doing within their own campus communities to improve understanding among racial groups. A number of institutions have undertaken special programs designed to help staff and faculty in their perception of minority situations. For example, the University of Alabama in Birmingham is working with employees to minimize misunderstanding resulting from discourtesies.

> To reduce the kinds of racial discourtesies that one often encounters at the staff level, the Personnel Office of the University has developed a program of continuous quasisensitivity sessions for both old and new staff members. The Personnel Office also has developed a plan for career ladder development of those on the lower end of the occupational scale of the University. To this end we have sought financial support from the Department of Labor.

An approach by the University of Virginia is directed to the attitudes between security officers and students.

> The University's Consultative Resource Center on School Desegregation conducts weekly sessions of University security officers and students, which aim to make each group aware of the other's problem and of the effects of their attitudes and behavior on the other.

At the University of South Florida, two different techniques have been employed.

> Initiated experimental program through Equal Opportunity office for minority student to develop a student assistant position. As a "change agent" working towards making USF responsive to the unique needs of the "culturally different" students and faculty, disadvantaged students, and women. This has involved working with key policy making persons across the university in academic departments, as well as student organizations in the development of action programs to deal with institutional oppression (racism, sexism, agism).
>
> Developed Trainee Development program to hire and to train underemployed blacks and other partially prepared minority groups for a career service staff position at USF.

Operation Upgrade is an effort by Tulane University to reach the least educated of its minority employees.

It is appropriate for any comprehensive minority student program consideration that the efforts of the Subcommittee on Minority Employment at Tulane be noted because the entire attitude, practices and realities of racial relationships on campus can affect the special minority student programs. The Committee has completed the second year of Operation Upgrade. This program is designed to provide in-house courses of instruction of general education to University employees having low educational attainment. Operation Upgrade will be administered by the Personnel Office in the future. In addition to this program, the subcommittee, which includes minority employees, has reviewed grievance procedures for staff and hourly employees and is making itself aware of minority employee problems in order to recommend problem solutions.

The University of North Carolina has shown similar concern through its program in New Careers.

The University has completed one 33-week program of training by which 20 black employees from the food service and the custodial service were trained -- and subsequently employed -- as medical laboratory assistants. A second program is in progress as of the spring 1971. In a comparable program, young black women have been trained as clerical workers and employed either in the University or in North Carolina Memorial Hospital. This training is financed by the university, private foundations, and the federal government; much of it is undertaken in cooperation with New Careers.

Another area of campus concern is visible activity which demonstrates the institution's depth of concern for racial minorities. An example is the action of the Political Science Department at Middle Tennessee State University.

One of the most effective programs we have is called CUBE (Creating Understanding By Effort). Students who belong to CUBE try to help black students by tutoring them in any subject in which they seem to be deficient. This is handled on a 1:1 ratio and has been most beneficial to students who take advantage of this opportunity. CUBE also has provided books for libraries in the Negro section of town and has conducted many seminars concerning issues which face black students. CUBE is sponsored by the Political Science Department and has been most beneficial in avoiding tension and in giving them some feeling of security as members of the college community.

One cannot measure the effect of "Look Inside" as developed at the University of Tennessee at Chattanooga. But the fine arts may perhaps provide one of the best means of change in racial understanding.

"Look Inside" - A musical drama performed by a talented company of young black students, all of whom are products of or students in the Compensatory Education Achievement Program. The production which portrays in song and drama some of the racial inequities existing in our society also points out, with at times

humor and sarcasm, the weaknesses of both races. Well received by both blacks and whites, the cast has given many performances and has numbered its audiences in the thousands. Organized in the 1969-70 academic year, the cast has been reorganized and continues to be much in demand this year. "Look Inside" has had good reviews, including one from The New York Times. The Tennessee Arts Commission has contributed financial support to assist the group in taking the productions to audiences across the state. A more complete report is attached.

Many colleges conduct special black culture weeks. The one at Virginia Polytechnic Institute is typical.

> This year, our black students, with the university's authorization, conducted a "Black Week," that was considered very successful by our black students in bringing increased student attention to black problems and opportunities. This program was conducted entirely by black students, and I believe its success lies partly in the fact that the leadership was provided by the students, in conformity with university policies.

The quote from the leaflet describing the work at Western Kentucky University is significant.

> Black Awareness Week. In April, 1971, black students on campus organized and carried out a week-long program designed to accomplish the following objectives as stated on the Black Awareness Week leaflet:
>
> > To become more a part of the black community; to realize that each black individual with his own personality and beliefs means more than mere material attributes; to become involved in an all out effort for the advancement of black people; to become aware of ourselves as individuals and black men and women.

Tulane University reports a variety of campus programs.

> Several on-campus minority student activities are provided by the Afro-American Congress of Tulane (ACT). Their Academic Committee administers a comprehensive tutoring program for blacks and Mexican-Americans with coordination provided by the Director of Admissions. Tutors, as needed, are obtained on a volunteer basis or are employed with funds budgeted to ACT. Approximately forty to fifty minority students utilize this program at some time during the academic year.
>
> ACT has been provided with headquarters for their organizational and social activities. During the past year the group's efforts have been seen in the Academic Committee and in Soul Bowl '70, a soul concern designed to raise money to enable disadvantaged minority group students to attend Tulane. This event, which occurred October 24 in Tulane Stadium before more than 35,000 enthusiastic fans, was under the general sponsorship of Tulane's Committee on Expanding Educational Opportunity with Provost David R. Deener as chairman. The revenues from the event equalled almost exactly the total cost; however, funds for scholarships were realized through contributions by some of those who had

agreed to act as guarantors for the event. Soul Bowl '70 was regarded as a very worthwhile project, proving, as it did, that students and businessmen, white and black, could work together to provide an outstanding event which people of all ages and origins enjoyed together. The committee went on record as expressing its "gratitude to the religious leaders who endorsed the event, to the guarantors who made it possible, to the news media which supported it generously in advance of the event, and the several hundred Tulane students who worked so hard at handling the myriad details involved."

The Community Action Council of Tulane University Students (CACTUS) provides a broad base of community action programs designed to involve Tulane undergraduate and graduate students in programs to aid minority students and to provide education outside the classroom concerning minority and general urban problems. Programs are also designed to produce concrete results and community change. CACTUS is administered by a student board of directors and an executive director. Liaison is maintained with the directors of the Office of Admissions and the Urban Studies Center, who also receive operations reports. Communication is also maintained with the Dean of Students. Funding is supplied by student activities fees, university funds, and outside foundations.

Project Opportunity is the best known CACTUS community project. This extensive program, designed to identify and encourage academically talented students from disadvantaged backgrounds to remain in school and to continue their education beyond high school, has utilized Tulane students as tutors and organizers for many cultural enrichment programs.

CACTUS also has a campus division which initiates surveys and programs designed to test campus attitudes and identity, and to relieve campus problems related, in some instances, to minority problems. These range from general student attitude studies to specific programs such as preparation of a community resource manual for Tulane employees slated for completion in December, 1971.

The stage presentations at Clemson University provided these comments from that institution.

> There is a feeling on the part of many that the university must help the black student establish an identity, that is, know who he is. At Clemson this past spring the Student League for Black Identity assisted by the Clemson Players staged two dramatic performances entitled, "An Evening of Black Theater," and "A Dream Deferred." Miss Faye Roff, a black student majoring in mathematics, was assistant director of these performances. In these presentations, black students recognized their blackness and achieved a kind of awareness which, at least on the stage, seemed honest and believable.
>
> It is this kind of interaction on the past of black and white students which probably needs to be encouraged more.

But the campus community is not the only community of concern to black students. What is his university doing in its surrounding community?

Does it show concern for opportunity among its children in deprived neighborhoods? Will the black student find an outlet to relate himself to the larger community?

The responses to our inquiry brought numerous examples of campus-community involvement. These illustrations came because they were regarded as important to black students on the campus. So many responses came in this category that they are being listed without intervening comments. They speak for themselves.

New College

In the local black community we have undertaken, in a Social Science course that gives academic credit for community action, a number of programs for improvement of living conditions. These programs include housing, employment, public services, health care and food distribution. This course has engaged the interest and activity of more than ten percent of our students.

Florida Presbyterian College

Community Involvement Program. Through the Student Concern program of the Student Association and the independent study program of the college, students are encouraged to get involved in community service. This term about 200 students are involved in such projects, some for academic credit, others without academic credit. Two projects of special interest to the Special Services student would be tutorial services in the one-to-one Upward Bound project and working with Headstart. The Afro-American Society sponsors a cultural enrichment project for children in a nearby public housing unit. The experience of helping others generates enthusiasm and self-confidence.

University of Alabama in Birmingham

The University has a long history of working with the Jefferson County Committee for Economic Opportunity. Currently it is working with them through its Division of Business Administration, and with the assistance of predominantly black Miles College, to develop special courses for black businessmen in Birmingham. An exchange of credit between the university and Miles College also has been arranged. Students enrolling at UAB may take courses at Miles College for UAB credit and vice versa.

Mary Baldwin College

Mary Baldwin College has been one of the sponsors of Nelson County High School in Project Opportunity for the past six years. I'm sure that you are acquainted with this program which was organized and established by the Southern Association of Colleges and Schools, the Ford Foundation and the Southern Region of the College Board. We have taken a rather active part in this program, and have had special summer enrichment programs on our campus for the students, as well as a number of weekend activities on our campus throughout the academic year. We have worked very closely with the school in trying to improve its regular academic curriculum as well as to supplement its program. One of the main efforts of this

program has been to prepare their students for college work and then to place them in college. We feel that we have been fairly successful in this program, and one very interesting result of it is that there has been a great increase in the number of black students from the high school going on to college. The increase in the number of white students going to college has not been nearly as significant.

Tulane University

Using the facilities of Tulane's University Center, the faculty of the School of Engineering has been presenting weekly classes in advanced mathematics to juniors and seniors from McDonogh 35 High School. (This is the public high school in New Orleans with the highest percentage of black students in a college preparatory program.) The class at Tulane supplements the math program at the high school and introduces college teaching to the students who elect to attend. In addition, representatives of Tulane's Admissions Office talk with students regarding college admissions procedures.

University of Alabama - Tuscaloosa

Soul City Project

Coordinated by the School of Home Economics, the Soul City Project is designed to give assistance to low-income families (predominantly black) in the community on basic problems encountered by the poor. This project deals with such concerns as budgetary planning and the preparation of inexpensive, yet nutritionally complete, diets.

Furman University

Collegiate Education Service Corps - Under the direction of our Student Center Director, more than 50 percent of the student body--over 1000 students--participate in service projects in the local community. Many of these are designed to give students an opportunity to work with black citizens. Some of these projects include:

Adult Literacy/Laubach Programs
Blue Ridge Pre-Release Center, S.C. Department of Corrections
Greenville Self-Help, Inc.
Retarded Children's Centers
Head Start Day-Care Centers
Talent Search Program
YMCA Programs--Center program and neighborhood groups
Cerebral Palsy School
Special Education Classes--Teacher Guides
Speech and Hearing Clinic
Emergency Tutoring Service in 13 area schools
Community Council on Aging
Community Action Program--Neighborhood Centers
Meals on Wheels
Family Planning
Mini-Parks Program--development of small recreational centers by Furman groups in cooperation with the City Council

St. Andrews Presbyterian College

St. Andrews Peace Corps - This program is a project of the St. Andrews

Christian Association and is composed of approximately 125 college students who undertake a variety of tasks to enrich the lives of culturally deprived people in this area. Currently the main thrust is one-to-one tutoring in the local schools. The program also involves conducting recreation programs, working with scout troops, and bringing groups to the college for regular specialized activities. Special activities programs include swimming lessons, short-term courses in drama, recreation of many kinds, and art lessons.

Johns Hopkins University

The Office of Community Affairs has several ongoing programs with heavy black student involvement both as participants and/or staff:

1. Hopkins-Homewood Science Careers Youth Training Program - An on-the-job training program for high school juniors and seniors. Work experience gained in Hopkins-Homewood campus laboratories; tutorial assistance given in laboratory procedure and supportive academic studies. Participants paid by Neighborhood Youth Corps.
2. National Collegiate Athletic Association Summer Youth Sports Programs - An athletic program serving disadvantaged neighborhood youth (enrollment approximately 300). Cooperative effort of the Office of Community Affairs and University Athletic Department.
3. Barclay Community Education Experiment - After school enrichment program serving area elementary school children, utilizing volunteer instructors in creative arts and athletics.
4. Barclay In School Tutorial - One-to-one tutoring during school sessions by volunteer tutors (members of Faculty Wives Urban Interest Group).

The Center for Urban Affairs, working out of the East Baltimore campus, participates in a variety of programs, some involving students directly, and some making use of the resource facilities of the Center but affecting a wider segment of the community. These include:

1. Mayor's Fellowship Training Program - A cooperative effort among Hopkins, Morgan State College, and the University of Maryland School of Law, which placed a number of students in city agencies to work on a one-to-one basis with top administrators. Weekly seminars with additional city officials are included; and the Mayor's Fellows are given substantive assignments in the governance process, applied research, or actual program operations. The objective is to encourage more bright students to consider careers in local government. Thirty-one students, including ten blacks, have participated thus far.
2. Graduate Seminar on Housing - Two Morgan State College students were enlisted to help plan this interdisciplinary seminar under the Departments of Social Relations and Political Science.
3. Law for the Poor - The center cooperated with the Baltimore Legal Aid Bureau to sponsor this six-week course.. Offered at the East Baltimore campus, it attracted local residents, welfare case workers, and poverty program assistants.

4. Street Academy - The center was involved in planning a demonstration street academy program for junior high school dropouts in the Northwest section of the city. If successful, the program may be adopted by the city's Department of Education.

5. Non-profit Housing - The center is conducting a case study of a non-profit housing corporation, hoping to gain a better understanding of the dynamics and interrelationships involved among the groups involved in such a project.

6. Role of the State - The center acted in a consultative capacity in defining the role to be played by the State in the fields of housing and community development and in planning the legislation (adopted by the State's General Assembly in 1970) establishing a State Community Development Administration.

7. Legal Aid Bureau - In cooperation with other parts of the University community, the center is working with the Legal Aid Bureau of Baltimore City to improve the efficiency of the bureau's administrative practices and the effectiveness of its services.

8. CenDAS - Public agencies such as Model Cities, Community Action Agency, and the Model Urban Neighborhood Demonstration, all of which serve a primarily black constituency, have been among the users of the center's Census Data Access Service (CenDAS), which is making available in usable form data from the 1970 U. S. Census of Baltimore.

In addition, the Center for Allied Health Careers has developed, in collaboration with the East Baltimore Community Corporation, the Family Health Team Training Program. This career pattern is designed to bring generalized health service to people, both in health facilities and within the normal living pattern of their homes and communities. Team members are recruited and educated within the context both of the community and the Johns Hopkins Medical Institutions, and are prepared to do a variety of health procedures which diagnose and treat common illnesses but also lead to the prevention of disease and the promotion of mental and physical health. With three academic categories within the team at high school, community college, and senior college levels, the person can progress from one stage to the next.

Office of the Chaplain and the Student Association - This combination sponsors a variety of community-oriented action programs for students. These are described briefly in the enclosed brochure. Those of special interest include the Juvenile Delinquency and Probation Aid Programs, the Tutorial Program, the Legal Advocacy Program, the Inner-City Fund, and the Patient Advocacy Program. The office of the Chaplain, through the Department of Social Relations, also offers the following relevant courses which feature direct student involvement (syllabi are enclosed):

1. The Counter Culture as Religious Phenomenon (has significant black participation and gives students a greater understanding of their own problems through guest lecturers and discussions).
2. Juvenile Delinquency and its Treatment
3. Criminal Justice and Corrections
4. The Disadvantaged Child: Tutorial

University of South Florida

Have encouraged volunteer efforts of faculty, staff and students in involvement in social and educational change projects. Through the Off Campus Term hundreds of students are placed each year in urban areas in cities throughout Florida (Jacksonville, Miami, Cocoa, Tampa). This gives the student invaluable field experience and at the same time is of service to urban residents. The Off Campus Term Program is funded by a federal Title I Grant through the Florida State Board of Regents.

Educational Resources Division has developed media position through New Careers Program and is currently working closely with the Broadcasting Skills Banks (Model Cities) to develop training programs in public broadcasting for the disadvantaged.

Developed 5 - 1/2 hour film series on Consumer Education conducted by a black graduate student for general population with especial impact on disadvantaged.

Developing special programs for T.V. (Senior Citizens, Understanding Your Black Community, Spanish programs) and for radio for migrants and low income persons on home economics and consumer education.

Fort Lauderdale University

Economic Opportunity Coordinating Group of Broward County - The university has become associated with this organization in order to better assist minority groups in furthering their education through the various agencies involved.

Opportunity Industrialization Center (O.I.C.) - Three worthy black students, who had completed nearly two years of college, were selected in the O.I.C. program and awarded tuition scholarships. These scholarships are renewable each year until graduation provided the recipient is in good standing. Two additional O.I.C. scholarships are planned for next Fall bringing the total to five.

University of Virginia

The Black American Law Students Association recently sponsored a panel discussion with two black legislators from Mississippi and South Carolina for the purpose of interesting university students in forming a Legislative Aid group. The same organization is opening a neighborhood center to provide various services including legal aid, college placement advising, and community improvement.

GRADUATE AND PROFESSIONAL SCHOOLS

Several universities reported special programs for minority students at the graduate and professional level. It must be remembered that for some black students the post-baccalaureate level may be their first educational experience as minority students. Even for those who attended undergraduate institutions which were predominantly white, graduate work or entrance into medical or law school may be a traumatic change.

In the recruitment of minority students, early identification is regarded as important both in increasing the number of applications and in preparing students for quick adaptation to graduate and professional course work. Summer programs prior to the first regular term have been regarded as successful. Less emphasis is placed on counseling, which may result from the belief that these students are more mature than undergraduates.

George Peabody College for Teachers expressed the importance of minority students in the graduate school for the sake of other students who need the cross-cultural experiences.

> Finally, I feel that our present student body in the Department is being deprived of a very necessary learning experience--learning and working with black professional colleagues. In our world--when we leave Peabody--we will be faced with a growing body of black psychologists and mental health workers in other professions. Is the Peabody graduate student able to function effectively in this relationship when his primary experiences have been confined to a minimal number of black students, faculty, and practice where he may have attempted to provide a service for poor black people? My response to this question today can only be "No." I do not think we are being adequately prepared for these circumstances of the real world.

The University of Kentucky administers two programs, both designed to increase the enrollment of low income and minority students with special concern for blacks and for students from Appalachia.

1. Summer Program in the Medical Sciences Sponsored by the Student American Medical Association Chapter of the University of Kentucky -- intended to provide experience in the health professions for low income and minority group high school juniors and seniors and college freshmen and sophomores. Emphasis is given to students who had not previously considered health careers because of socioeconomic limitations. The program initiated in 1969 includes communication via high school assemblies, a Health Careers Symposium in the spring, followed by the selection of students for jobs at the U.K. Medical Center for approximately eight weeks during the summer months. The work experience is supported by discussion sessions with advisors from the medical staff and student advisors.

2. University of Kentucky College of Medicine Program for Disadvantaged Students -- a two-year program (July 1, 1970 to June 30, 1972) funded by a grant from the National Fund for Medical Education designed to acquaint economically, educationally, and racially disadvantaged students with health careers. Effort is concentrated in enrolling Appalachian Kentucky and black students in the allied health, dental, medicine, medical nursing, and pharmacy curricula. The program stresses individual counseling and developmental services.

Tulane University has operated a summer program for two years. It should be noted that academics, research, and social activities are included in the experiences provided for the participants.

> The Tulane University School of Medicine presently has seven black students enrolled as medical students. During the summers of 1969 and 1970, the medical school conducted the Negro Summer Research Fellowship Program for black pre-medical students. The program coordinates academics, research, educational and social activities of students during the summer, and it has successfully exposed students to opportunities existing at Tulane and other medical schools.

At the University of Virginia the summer program is directed toward students enrolled in small Appalachian colleges and in black colleges.

> The Medical School has a four to six week summer program for students from small Appalachian or predominantly black colleges who have completed at least two years of work and are interested in becoming physicians. It concentrates instruction in one system (last summer the cardiovascular system) and compares performance against traditional medical school admission criteria.

Three university law schools report special programs. Tulane not only has one of its own but is a participant in a consortium of four law schools in Louisiana.

> Among the efforts being made by the law school to increase the minority enrollment are the following: For two consecutive years, the law school in cooperation with the Law School Civil Rights Research Council has sent faculty and student representatives to all sixteen state colleges speaking to black students about Tulane Law School.
>
> A consortium of the four law schools in Louisiana has also been formed to operate this summer a special statewide CLEO (Council for Legal Educational Opportunity) program for black, Mexican-American and Indian minority students. The program will be held at the Tulane Law School for fifteen minority students. Summer fees for the students are paid by the CLEO program. Each law school is committed to give financial aid to CLEO minority students accepted for admission.
>
> The School of Law has initiated a consumer law program in 1970-71 in which its minority students have actively participated. The program was jointly sponsored by the School of Law and CACTUS with funding from both sources. The program is designed to

involve undergraduate students through CACTUS with law students in consumer protection programs supervised by the law school. The program has been named the "outstanding student project" by the American Bar Association at a regional convention and has received a cash prize of $1,000.

At West Virginia University the importance of having a black faculty member is recognized, and he participates in the law school's recruitment activities. A similar procedure is employed in the School of Social Work.

The College of Law began its black student recruitment effort by appointing a black faculty member. He and a white colleague make recruitment trips to the other colleges of this State. With the cooperation of the NAACP, a fund has been provided to assist black students. This fund ($4,300 this year) and support from the Woodrow Wilson and Herbert Lehman Foundations together provide for the full support of blacks admitted to the College of Law. For candidates needing it, provision is made for two months of intensive preparation for entrance into the College of Law.

The School of Social Work sends a recruiting team of one black and one white professor to predominantly black campuses throughout the South. The School's policy is to give preference to blacks in admissions and in the awarding of scholarships. Special faculty counseling is given black students whose qualifications call for it.

Among the several programs reported by Virginia Commonwealth University several techniques are described which may be of specific interest to other universities.

On the graduate level, the School of Social Work focuses on the recruitment of black students at predominantly black colleges in North Carolina, Virginia, Delaware, and Maryland. This spring a new program was begun toward the recruitment of blacks from large social welfare agencies in Virginia.

The School of Medicine directly recruits pre-med candidates in traditional black colleges. Summer jobs are offered to black high school youth to motivate careers in medicine and the allied health professions.

The School of Dentistry faculty visits predominantly black institutions of higher education, accompanied by practicing black dentists. Waiver of application fee and tuition deposits for all students from minority students is provided.

School of Dentistry refers black candidates with poor dental admission test scores to Howard University where an enrichment program is available to them.

A comprehensive program for recruiting black students for post-baccalaureate work has been developed at the University of Florida.

Our College of Medicine has also had a program of recruitment of black students and 11 black students are now enrolled in this College. This program has four elements:

Recruitment: These efforts include continuing visits to the predominantly black colleges in our area by our black medical students; health career "teach-ins", where black students from around the state, interested in any health career, visit our Health Center for a day of involvement; visits by health career teams to many of the high schools in North Central Florida to discuss opportunities for black students in the health career field.

Faculty Visitation Program: At the request of colleges in the Southeast, College of Medicine faculty spend two or three days on the campuses of these colleges in any way the college desires--lecturing, counseling, giving seminars, etc. These faculty are encouraged to spend a great deal of time with the students on that campus, discussing potential health careers for minority students.

Southeastern Counselors Conferences: In early 1968, in 1969, and as planned for the spring of 1971, the College has sponsored and supported a conference for pre-professional advisors from the colleges and universities of the Southeast for the purpose of discussion of minority student problems. These conferences have been attended by over 150 counselors from nearly 65 colleges including 35 predominantly black colleges. This was and is an important effort which has strengthened our relationship to the black colleges, and has helped to foster many new programs for minority students at other medical schools in the South. It has also supported improvement in the preprofessional advising of the predominantly black colleges.

Summer Research Participation Programs: In the summers of 1969 and 1970, a total of 26 students (20 of whom were black students) were awarded fellowships for a three-month individual research experience in the College of Medicine. These 26 students were selected from nearly 200 applicants with post-sophomore and post-junior standing. Of the first twelve students, seven were accepted to medical or graduate school at this university and four of those are now enrolled in those schools. All twelve were accepted for graduate or professional school somewhere. We anticipate equally good results from the 1970 summer program. We are planning for a 1971 summer program for 20-24 students with predominantly minority group representation.

Graduate Level Programs

In addition the Graduate School of the University of Florida has encouraged the various colleges and schools of the University to recruit and support minority group students and has cooperated in the establishment of experimental programs designed primarily to aid black students in their pursuit of advanced degress. Such programs funded from various sources are established in the colleges of Agriculture, Education and Nursing--supporting up to about 15 students per program. These experimental programs are designed to insure special academic counseling and compensatory preparation where necessary. Hopefully, they will also provide the Graduate School with data that may help in a re-evaluation of present admissions criteria.

Agriculture

In 1969 the Rockefeller Foundation awarded a grant of $261,750 to the University of Florida, Institute of Food and Agricultural Sciences to be used for a recruitment and preparatory graduate

program in agriculture and related fields for black American students. This program provides financial support for a period up to three quarters for additional preparatory work to participating students who show promise of becoming capable graduate students but who were unable to meet the requirements for direct admission to the Graduate School.

During the first year of the program almost $65,000 was expended for recruitment activities and for financial assistance to the participants. To date some 19 students have been involved in the program. Recruitment activities have included predominantly black, 4-year institutions throughout the Southeast.

Law

Our College of Law presently is providing five black scholarships in the amount of from $1,000 to $1,500 from the Herbert Lehman Education Fund of New York. This grant has been made available to students for whom the Board of Regents has guaranteed partial fee waivers. The remainder of the fees have been guaranteed by the Martin Luther King scholarship fund.

Other universities are also conducting special programs. These which were reported in response to the SREB letter are doubtless representative of the approaches being taken.

Financial aid for black students who pursue graduate and professional programs seems to be available in substantial amounts. It is interesting that no university referred to financial needs of students among the programs they described.

APPENDIX A

Institution-wide planning should characterize the procedures through which a college or university implements its efforts to recruit and to expand opportunity for black students. Several examples of institution-wide planning are included in this section of the Appendix.

Space limitations permitted the inclusion of only a few illustrations. These were selected to show differences in approach and to reflect different institutional types. Other institutions submitting comprehensive plans were the University of North Carolina at Chapel Hill, Tulane University, Georgia State University, the University of Alabama, the University of South Florida, the University of Miami, and Bellarmine-Ursuline College.

AUBURN UNIVERSITY

Report of ad hoc Committee

To assist Auburn University in more effectively serving the educational needs of the disadvantaged, the committee within the above framework has developed the following specific recommendations:

1. Establish, within central administration, a university office for the coordination of all programs and activities that involve or relate to the educational needs of the disadvantaged. The coordinator in this office would work directly with students and faculty relative to the development of programs and activities. He would work directly with the appropriate vice presidents in implementing programs and activities. (This recommendation is given first priority by the committee.)
2. Authorize the development and establishment of new elective courses for credit under the pass-fail option, that involve major emphasis on "lab experiences" and problem situations. In many instances, these would be courses requested by students and, if feasible, would be taught by the instructors that are requested by students. Such courses should be university-sponsored, and should not have prerequisites. These courses would have the dual advantage of providing for student involvement in working with the disadvantaged, and of a teaching-learning experience on how to work with the disadvantaged.
3. Obtain extramural funds to support the development and operation of "Summer Institutes for (Disadvantaged) Junior and Senior High School Students for Post-High School Education and Training." Such institutes initially should be held on the Auburn University campus. These could be expanded later on a cooperative basis with junior colleges and/or other four-year institutions throughout the state. These institutes should be open not only to selected and highly motivated (disadvantaged) junior and senior high school students but also to military returnees, high school graduates, and others that are

potentially qualified for college or other types of post-high school education and training. In addition to the Summer Institute programs, if feasible, provisions should be developed to maintain contact and continuing educational work with institute participants between Summer Institute periods. This might be done by having the participants return to the campus on weekends throughout the regular academic year. (For programs of this type, federal support funds are available through agencies such as the U. S. Office of Education, the Office of Economic Opportunity, and possibly others.) This type of institute would provide Auburn University an opportunity to make a direct contribution toward meeting the educational needs of the disadvantaged.

4. Obtain extramural funds to support the development and operation of "Summer Institutes for Teacher In-Service Training" both for disadvantaged teachers and for teachers of the disadvantaged. These institutes could be held on the Auburn campus or in cooperation with junior colleges and/or other four-year institutions throughout the state. Emphasis in such institutes should be to improve overall teaching competence, but with particular emphasis on competence to teach in disadvantaged areas, in disadvantaged schools, and disadvantaged students. Efforts to improve communications skills between teachers and students should be stressed. This kind of activity in institutes could be supplemented by use of ETV and other appropriate media. A major objective of this type of institute would be to upgrade teachers and to improve the quality of teaching, particularly in disadvantaged areas. (For programs of this type, federal support funds are available through the U. S. Office of Education and possibly other sources.) This type of institute would provide Auburn University an opportunity to make an indirect contribution toward meeting the educational needs of the disadvantaged. Through this indirect type of program and activity, Auburn University can make a much greater impact toward solving the disadvantaged problem than by limiting its activities to direct methods.

5. Develop and initiate a universitywide program aimed at identifying and recruiting high potential (disadvantaged) students. Such students would be motivated and intellectually competent to successfully compete in Auburn's regular undergraduate program. These kinds of students need to be identified while still in high school. An active effort to recruit such students should be undertaken. As a beginning, this type of program could begin with the high schools in Lee County, and later be expanded to other schools in other areas of the state. Scholarship or other types of financial aid would be of assistance in making the program succeed. To initiate this program, the University's High School Relations Office, Admissions Office, Student Financial Aid Office, and other appropriate offices would need to coordinate their activities and to give more attention to the problems in this area, in the future than has been true in the past. Assistance in developing such a program can be provided by individual faculty members, by students, by local alumni, and by high school officials and teachers.

6. Develop and expand the activities and programs in the area of general extension at Auburn. More activities and programs designed for and conducted with emphasis on the problems of the

disadvantaged should be undertaken. Federal support funds are available for such activities. Educational programs need to be developed to advise and, if necessary, to convince federal, state and local agency people in Alabama of the value of using more "voluntary" people in their programs. The services of faculty and students from universities, colleges, and other educational institutions should be more fully utilized by the agencies that operate within the State in areas involving disadvantaged people. The greatest returns in General Extension for increased activities in areas dealing with the disadvantaged will accrue from the widespread use of indirect methods. By working with agency personnel, the personnel at Auburn (both faculty and students) can minimize the university's investment in resources, while at the same time it can maximize its influence, productivity, and contributions toward meeting the educational needs of the disadvantaged.

BLACK STUDENT NEEDS AND CLEMSON UNIVERSITY

Clemson University is, and has been for several years now, completely nondiscriminatory in its treatment of black students. This policy, however fair and impartial it may appear to many of us, does not seem to satisfy the views of some of those who are in a position to make judgments about our efforts as they relate to black students, faculty, and staff. In their view we are a racist institution if the number of black students, faculty, and staff on our campus is less than they think it should be and if our effort to provide special educational, cultural, social, and other opportunities for black students is not in line with their ideas.

The following remarks are divided into two sections:

(1) What we are now doing, and

(2) What I think may be expected of us, based particularly on the recent SREB conference in Atlanta and the impressions I received there.

WHAT CLEMSON IS NOW DOING

Academic

1. All curricula are completely open to all qualified students.
2. Integrated curricula in agriculture and nursing have been established with South Carolina State College so that students at that institution may complete the basic courses in those areas there and then be accepted at Clemson to complete their degrees.
3. A Pre-Freshmen Developmental Studies Program has been inaugurated at Clemson University at Sumter which is designed to aid high school graduates who need further preparation before taking college-level studies.
4. Courses in black history and black literature are offered on Main Campus.

Cultural and Social

There is a feeling on the part of many that the university must help the black student establish an identity, that is, know who he is. At Clemson this past spring the Student League for Black Identity assisted by the

Clemson Players staged two dramatic performances entitled, "An Evening of Black Theater," and "A Dream Deferred." Miss Faye Roff, a black student majoring in mathematics, was assistant director of these performances. In these presentations, black students recognized their blackness and achieved a kind of awareness which, at least on the stage, seemed honest and believable.

It is this kind of interaction on the part of black and white students which probably needs to be encouraged more.

WHAT MAY BE EXPECTED OF CLEMSON

Regardless of the personal views of any individual already at Clemson, I think the report of an outsider, say a consultant from HEW or some similar agency, might suggest the following:

Recruiting Black Students

Employ a black person in the Office of Admissions and Registration who would spend most of his time visiting the predominantly black high schools in South Carolina seeking to interest black students in Clemson University.

Recruiting Black Faculty

Move immediately in the Colleges of Liberal Arts and Education to employ black faculty.

Inform the deans of all the colleges and schools that a specified number of new positions must be filled with black faculty. If the answer is that black faculty are not available, the proof of having made a good-faith effort to recruit by having records of correspondence, interviews, telephone calls, and visits to black campuses must be the responsibility of the dean of the college or school.

Explore the possibility within South Carolina of exchanging professors for a semester or a year with predominantly black institutions. Clemson and South Carolina State College might consider such an arrangement.

Recruiting Black Graduate Students

Consider the possibility of designating a given number of fellowships and assistantships within the Graduate School for black applicants.

Recruiting Black Administrators

Consider employing black persons in

(1) Office of Student Affairs
(2) Counseling and Guidance
(3) Library
(4) Educational Programs

and elsewhere in the top administrative echelon. It would be argued, I think, by our critics from the outside that there needs to be a greater visibility of black people in our highest levels of administrative leadership at Clemson.

UNIVERSITY OF FLORIDA

The following is a summary of the programs on the University of Florida campus which focus directly upon problems encountered by black students. I hope this information will be helpful.

Critical Freshman Year Program

The largest of the experimental programs was the Critical Year Program which began in the summer quarter, 1970 for 167 entering freshman students (110 black and 57 white) who because of poor preparation or some other factor, failed to meet the normal criteria for admission to the university. These students were selected on the basis that they, in each case, gave some indication that the normal criteria did not give a true indication of their ability to succeed in university work. Their courses in English, logic, physical science, and American institutions were scheduled with one to two hours of extra class time per week but otherwise were at the same academic level as regular university college courses. Secondly, the Reading Clinic and the University Housing Office provided professionally trained personnel to aid the student with academic and personal problems. Both of these required increased personnel and increased faculty and staff commitment, in addition to funds for direct aid to students. This program was funded entirely from University sources.

Junior College Transfers

Our College of Arts and Sciences recently implemented an experimental program for black students who transferred to the University of Florida from a junior college with a "C" average and an associate of arts degree. About 45 students are involved in the program at the present. Participants are allowed to take up to two quarters of course work on a satisfactory/unsatisfactory basis.

This program is designed to permit students to adjust more readily to university life without the initial pressure of standard grading and with increased guidance, counseling and tutoring.

Graduate Level Programs

In addition, the Graduate School of the University of Florida has encouraged the various colleges and schools of the university to recruit and support minority group students and has cooperated in the establishment of experimental programs designed primarily to aid black students in their pursuit of advanced degrees. Such programs funded from various sources are established in the colleges of Agriculture, Education and Nursing--supporting up to about 15 students per program. These experimental programs are designed to insure special academic counseling and compensatory preparation where necessary. Hopefully, they will also provide the Graduate School with data that may help in a reevaluation of present admissions criteria.

Agriculture

In 1969 the Rockefeller Foundation awarded a grant of $261,750 to the University of Florida's Institute of Food and Agricultural Sciences to be used for a recruitment and preparatory graduate program in agriculture and related fields for American black students. This program provides financial support for a period up to three quarters for additional preparatory work to participating students who show promise of becoming capable graduate students but who were unable to meet the requirements for direct admission to the Graduate School.

During the first year of the program almost $65,000 was expended for recruitment activities and for financial assistance to the participants. To date some 19 students have been involved in the program. Recruitment activities have included predominantly black, four-year institutions throughout the Southeast.

Law

Our College of Law presently is providing five black scholarships in the amount of from $1,000 to $1,500 from the Herbert Lehman Education Fund of New York. This grant has been made available to students for whom the Board of Regents has guaranteed partial fee waivers. The remainder of the fees have been guaranteed by the Martin Luther King scholarship fund.

Medicine

Our College of Medicine has also had a program of recruitment of black students and 11 black students are now enrolled in this college. This program has four elements:

Recruitment: These efforts include continuing visits to the predominantly black colleges in our area by our black medical students; health career "teach-ins," where black students from around the state, interested in any health career, visit our Health Center for a day of involvement; visits by health career teams to many of the high schools in North Central Florida to discuss opportunities for black students in the health career field.

Faculty Visitation Program: At the request of colleges in the Southeast, College of Medicine faculty spend two or three days on the campuses of these colleges in any way the college desires--lecturing, counseling, giving seminars, etc. These faculty are encouraged to spend a great deal of time with the students on that campus, discussing potential health careers for minority students.

Southeastern Counselors Conferences: In early 1968, in 1969, and as planned for the spring of 1971, the college has sponsored and supported a conference for pre-professional advisors from the colleges and universities of the Southeast for the purpose of discussion of minority student problems. These conferences have been attended by over 150 counselors from nearly 65 colleges including 35 predominantly black colleges. This was and is an important effort which has strengthened our relationship to the black colleges, and has helped to foster many new programs for minority students at other medical schools in the South. It has also supported improvement in the preprofessional advising of the predominantly black colleges.

Summer Research Participation Programs: In the summers of 1969 and 1970, a total of 26 students (20 of whom were black students) were awarded fellowships for a three-month individual research experience in the College of Medicine. These 26 students were selected from nearly 200 applicants with post-sophomore and post-junior standing. Of the first 12 students, seven were accepted to medical or graduate school at this university and four of those are now enrolled in those schools. All 12 were accepted for graduate or professional school somewhere. We anticipate equally good results from the 1970 summer program. We are planning for a 1971 summer program for 20-24 students with predominantly minority group representation.

Full Financial Support - Some 85 freshmen and 15 sophomore students are presently receiving full financial aid in the form of grants and loans amounting to $2,200 each. An estimated 75 students will receive an identical packet beginning in June of this year.

Black Student Recruitment - The Office of Minority Affairs has received 513 applications from low income and/or black students for the coming academic year.

African Studies Program - The Center for African Studies was established in 1966 with financial assistance under Title VI of the National Defense Education Act. This center is responsible for the direction and coordination of interdisciplinary instructional and research activities related to Africa, south of the Sahara. It cooperates with university departments, schools and colleges in administering and staffing a coordinated Certificate Program in African Studies. This program provides a broad foundation for students preparing for teaching or other professional careers in which a knowledge of African affairs is essential.

Exchange Programs - A grant from the Carnegie Foundation for a program to support 250 black students from Edward Waters College, Florida Memorial College, and Bethune-Cookman College to spend a quarter at University of Florida or Florida A & M University in the junior or senior year in order to learn at first hand the opportunities in advanced professional or graduate instruction or other programs not available at their home institutions. Exchange of University of Florida or Florida A & M University students to the three private colleges is also provided for. The grant will also provide for special tutorial, instructional, and counseling assistance for 25 black junior college graduates transferring into the upper division of the College of Arts & Sciences at the University of Florida.

Black Cultural Center - The development of plans for a black cultural center has reached the point of coming to a decision as to appropriate physical facilities for such a center. Although the funding of this project is not complete, it is believed this center will be a reality in the near future.

Grants Applied for or Received - The University of Florida has received a $75,000 Upward Bound grant to fund a program whereby the university will carry on a summer program to prepare 60 minority group high school juniors and seniors for entrance into college.

The University of Florida has also applied for and hopes to receive a grant for special services to disadvantaged students. This grant will fund special tutorial, advisement, and counseling programs for minority group students and will provide funds to assist in the development of a black cultural center.

An $83,000 Macy Foundation grant for a four-week intensive summer institute for 20 premedical advisors from selected traditionally black colleges and universities has been received.

FURMAN UNIVERSITY

Black Student Recruitment - The Admissions Office is presently employing two black students on its staff to enhance our recruitment program. In addition to participation in all College Night activities in our immediate area, our admissions staff has made special visits to private prep schools which have an all-black constituency. To date, however, our most

effective way of recruiting black students has been through high school guidance counselors.

Admissions and Scholarship Policies - In admissions our top priority is black students. These candidates receive consideration over others such as South Carolina Baptist, alumni-related students. To date, only one black applicant has been refused admission, and this student showed no promise at all of being able to do college-level work. Black students also receive top priority in scholarship grants. Special follow-up procedures are used when scholarship candidates do not reply to offers promptly.

Committee on Black Student Affairs - A presidential committee to deal with black student problems has been appointed for two years. At the president's initiative a special luncheon was held earlier this year during which black students could discuss their special problems with the president and the dean of students.

Black Studies Development - While there is no formal "black studies" department in the college, courses in existing departments have been offered in this area, e.g. Ethnic Relations (sociology), Black Literature (English), Negro in U. S. History (history), etc.

Lecture Series - The college has made a special effort to include noted black leaders in its convocation speakers program. Such speakers have included Carl Rowan, Daniel A. Chapman Nyaho, Joseph Washington, etc.

Student Center - In the past two years the Student Center has held a Black Festival of the Arts, other exhibits by black artists, and a confrontation by black leaders from the Greenville community with the state leader of the Ku Klux Klan.

Collegiate Educational Service Corps - Under the direction of our Student Center director, more than 50 percent of the student body--over 1000 students--participate in service projects in the local community. Many of these are designed to give students an opportunity to work with black citizens. Some of these projects include:

Adult Literacy/Laubach Programs
Blue Ridge Pre-Release Center, S. C. Department of Corrections
Greenville Self-Help, Inc.
Retarded Children's Centers
Headstart Day-Care Centers
Talent Search Program
YMCA Programs--Center program and neighborhood groups
Cerebral Palsy School
Special Education Classes - Teacher Guides
Speech and Hearing Clinic
Emergency Tutoring Service in 13 area schools
Community Council on Aging
Community Action Program--Neighborhood Centers
Meals on Wheels
Family Planning
Mini-Parks Program--development of small recreational centers by Furman groups in cooperation with the City Council

Committee on Disadvantaged Students - A special committee has been at work during the academic year reviewing our services to disadvantaged students and preparing recommendations for more effective ways the college can serve disadvantaged, and particularly black, students.

MERCER UNIVERSITY

Recruitment of black students: Beginning in 1966, Mercer initiated an active recruitment program for black students. At that time less than a dozen black students were enrolled. The number currently enrolled is approximately 150. A Rockefeller Foundation grant provided partial scholarships for many of these students.

Upward Bound Project: This program, established in 1966 and funded by the Office of Education, supplies remedial and compensatory educational experiences for disadvantaged secondary students, and provides black students and other disadvantaged students opportunities to work with their people.

Special Services Program: This program, funded by the Office of Education, was established in 1970 on the foundation laid by Upward Bound, which has been in operation since 1966. In addition to supplying supportive academic services for black students and other disadvantaged students, it also provides a cultural center and a community action program for black students who wish to serve their people in the Macon area. The latter program is centered primarily in elementary and secondary schools.

Major in Black Studies: Adopted in 1970, the major included several innovative courses along with some already in the curriculum which were applicable to this area of learning.

School Desegregation Program: Sponsored primarily by the Mercer Black Student Alliance, this program is designed for college students to help secondary school students adjust to newly desegregated schools. Counseling is provided concerning problems often not understood by secondary school officials.

College Work-Study Program: Employs student personnel on campus and off campus to assist them toward completion of their academic program.

Pharmacy College and black students: The university's Pharmacy College has a cross enrollment agreement with predominantly black colleges in the Atlanta area designed to enlarge its enrollment of black students.

Legal Services Program: Through a cooperative arrangement with the Macon Legal Aid Society, law school students handle civil cases for economically deprived people in the city.

Teacher-Aide Program: Professors in the education, sociology, and psychology departments encourage students to serve in schools located in economically deprived areas. These students work at least two hours each day, and this service partially meets requirements for a specific course in which they are enrolled. Several black students have participated in this program.

UNIVERSITY OF MARYLAND

Here is a summary of the action programs for minority students at the University of Maryland, College Park Campus, for 1970-1971.

Multi-Cultural Center which has been proposed will endeavor to increase the knowledge and understanding of foreign cultures through research and study of the interrelations among the seven major cultures housed. Through teaching, research, and service, the Center will develop integrated and scientifically valid information about cultural areas of concern on a continuous, permanent basis.

Student Cooperative Cultural Center will provide facilities and programs in which black students can establish an identity base to develop relationships, feel optimally comfortable and create activities which reflect their cultural characteristics and needs. The Center will develop in social (informal activities), educational (tutoring, seminars, workshops), cultural, and community-oriented directions.

Black Student Educational Services Office serves as a clearing house, referral service, coordinating office and information exchange for matters concerning black students. Serving as a liaison between administration and students, the office director disseminates information, evaluates university services, determines community needs and serves as an advisor to the students and administration.

Black Studies' new assistant director will be instituting a special topics program in the fall that will deal specifically with community relations and development. Students will have an opportunity to learn practical skills and knowledge through field experience.

Cultural Study Center's purpose is to study minority and other student cultural subgroups at the University of Maryland. Research covers the socioeconomic, psychological, development and background of the particular students, as well as their experiences on campus, which includes admissions, attrition, academics, adjustments and problems of student life.

Black Interaction is an eight-week program in which black students have an opportunity to "interact" with one another in an informal and "black-dominated" as opposed to white-dominated atmosphere. Here, students can release tensions through discussion of common problems and goals and hopefully produce constructive ideas.

Urban Information Specialist Project, presently conducted on a masters, post-masters, and special undergraduate level, is designed to restructure the educational content, value orientation, and educational approaches of library education toward people and groups in the urban environment. Heavy emphasis is placed on field experience while technical skills include reference, information storage and retrieval, and investigative, analytical, and dissemination skills. The program is being developed by both faculty and students.

Intensive Educational Development Program (IED) is for the educationally and socioeconomically disadvantaged students who indicate the ability to achieve nevertheless. IED seeks to meet the needs of its students--intellectual, physical, emotional, and spiritual--through financial assistance and loans, employment, academic planning and tutoring, counseling, social life, and psychological adjustment to the university environment.

Recruitment: The Housing Department has set a goal of 20 percent minority staffing and residence for next year and has hired seven undergraduate and one graduate staff minority recruiters who work autonomously to achieve this goal.

Housing Title I Workshops is a seven-phase program which is designed to make housing staff and administrators more sensitive to and knowledgeable about racism on campus. Hopefully, participants have gained personal insight and are developing more skillful behavior that will help alleviate racial tenston and improve understanding in dormitories and the Housing Office. Also under Housing: Training Session for Housing Office Staff, Night Receptionist Racial Understanding Seminar, Third World Awareness Conference (sent representatives from one dorm area).

Workshop in Ethnic Studies, to be held this summer, will work to develop an awareness of the relationship between meeting the pupil's needs for acceptance, appreciation, and value, and help him to achieve positive attitudes. The workshop will study curriculum and its evaluation, multiethnic culture, method, and problem study.

NORTH CAROLINA STATE UNIVERSITY

The following programs directly involve black students on this campus or prospective black students:

Admissions. Two black students are employed by the admissions office to work with prospective black students. They visit a great many of the high schools in the state which have a large number of black students enrolled.

Pan-African Week. The black students have organized, with the assistance of student government, a pan-African cultural program to which they invite all black high school students accepted for admission. The visit of these students has served both a recruiting and orientation function.

Orientation. The black students, with the support of the University Orientation Committee, have organized a special and additional fall orientation for black students.

Raleigh Cooperating Colleges. This program permits students at any of the five colleges or universities in the city to take courses at one of the other schools without being admitted to that school. The two predominantly black schools in the group broaden the curricular opportunities for our students, both black and white.

The following programs have been undertaken or are planned by our Urban Affairs and Community Services Center. These programs will involve a great many of our departments, students and student organizations in the solution of community problems effecting both black and white.

A. Community Health Workshop

Participants: The Urban Affairs and Community Services Center and the Raleigh Human Relations Committee in cooperation with the major community health service agencies.

Purpose: To explore the health care needs of the community and the feasibility of initiating the comprehensive health planning processes with federal assistance.

B. Chavis Heights Housing Rehabilitation

Participants: The School of Design, the Urban Affairs and Community Services Center and the lending institutions and neighborhood residents. (Student project)

Purpose: To develop a technique whereby home owners can rehabilitate their residences using self-help techniques.

C. Chavis Park Redesign

Participants: School of Design, the Department of Recreation Resources Administration, and Raleigh Recreation Department. (Student project)

Purpose: To evaluate the recreation needs of the Chavis

neighborhood and to develop proposals for park improvements to meet these needs.

D. Directory of Community Agencies and Services

Participants: The Urban Affairs and Community Services, Wake Community Council, Wake Health Affairs Roundtable in cooperation with Wake County and the City of Raleigh.

Purpose: To develop a comprehensive listing of education, health, welfare and recreation agencies and services for use by individuals seeking these agencies as well as for agency referrals.

E. Lake Johnson Recreation Area Design

Participants: The School of Design and the Raleigh Recreation Department. (Student project)

Purpose: To develop program recommendations for the development of a multiple purpose education-recreation center at Lake Johnson.

F. Pullen Park Redesign

Participants: School of Design and the Raleigh Recreation Department. (Student project)

Purpose: To evaluate both the regional and local significance of Pullen Park and to develop preliminary recommendations for meeting these needs.

G. New Careers Classes

Participants: The Division of Continuing Education, miscellaneous departments and the New Careers Program of Wake-Up.

Purpose: To provide both non-credit and credit classes for persons participating in the New Careers Program. (Approximately 40 students are currently enrolled.)

H. Regional Service-Learning Program

Participants: The Urban Affairs and Community Services Center in cooperation with the State Board of Higher Education and the State Department of Administration.

Purpose: To develop opportunities within the Research Triangle region for students to learn while participating in off-campus activities. This program would involve students from all major campuses in the region as well as industrial, commercial, governmental and other public agencies.

I. Student Volunteer Services

Participants: Student government (Social Action Board) in cooperation with various community service agencies.

Purpose: To recruit, train and direct student volunteers participating in a variety of volunteer services. There are approximately 200 student volunteers involved in the following three major areas: (1) Mental Health Clinic (Big Brother Program), (2) Tutorial programs in Apollo Heights, Rich Park, Apex and Holly Springs, and (3) Catholic Orphanage (combination of Big Brother Program and tutorial).

J. Tuttle Community Center

Participants: School of Design and the Board of Directors of the Tuttle Community Center. (Student project)

Purpose: To design a community building to house the activities conducted by the Center (the building is now nearing completion).

K. Wake-Up (Wake County) Town Meeting

Participants: The Urban Affairs and Community Services Center, School of Design, Raleigh Chamber of Commerce, Wake County Community Council and several other community organizations.

Purpose: To plan and conduct a one-week event, the objectives of which are to improve communications and to enhance cooperation within the Raleigh-Wake County community. The event will provide an opportunity for individuals and groups to outline problems and opportunities and exchange ideas.

L. Education Opportunities for Correction Inmates

Participants: The Urban Affairs and Community Services Center, the Division of Continuing Education and the State Department of Correction.

Purpose: To provide college education opportunities for inmates of correction units. Correspondence courses are being offered statewide and resident instruction is being provided within the walls at Polk Youth Center on an experimental basis.

M. Rural-Urban Migration Study

Participants: The Urban Affairs and Community Services Center and the Department of Sociology.

Purpose: To determine the problems which rural migrants experience when they move to Raleigh and to develop recommendations for counseling agencies with whom these migrants have contact.

N. Neighborhood Stabilization

Participants: The Urban Affairs and Community Services Center, School of Design and the Department of Sociology.

Purpose: To measure the impact of racially integrated housing developments on established neighborhoods such as the impact of Apollo Heights on southeast Raleigh and to develop recommendations for techniques which local agencies can use in preparing for such developments.

O. Minority Business Assistance

Participants: The Urban Affairs and Community Services Center, miscellaneous university departments.

Purpose: To provide minority businessmen with consultation and training designed to enhance their business management opportunities.

P. General Consultation to the City of Raleigh and the Raleigh Housing Authority

Participants: The Urban Affairs and Community Services Center and other University units as appropriate.

Purpose: To assist local government in developing solutions to a variety of problems both short and long range.

UNIVERSITY OF SOUTHWESTERN LOUISIANA

Programs for Black Students

Black Culture Association - to create mutual understanding and better relations among the black and other students of the University of Southwestern Louisiana. This association also promotes interest in and an understanding of black culture in America.

Black Culture Seminars - to remove myths and improve the relations of white and black students.

Black Students and the Community - the establishment of an awareness of the problems facing the black student in the community.

Black Students and Economic Development - black students provide assistance to black community organizations such as the Southern Consumers Co-Op and the Southern Consumers Education Foundation.

Headstart Supplementary Training Program - a program at the university designed to train Headstart employees to better understand, serve and deal with the problems of the deprived child, his family and community.

Full Scholarship Support - is provided for a large number of black students. This also includes graduate teaching assistantships for black students.

College Work-Study and Campus Work-Study Programs - utilizes student personnel in campuswide, part-time employment to assist black students in the completion of their academic programs. Many black students are employed as tutors and counselors to assist other black students.

Graduate and Technical Schools for Black Students - up-to-date information and materials on various undergraduate and graduate opportunities for black students are made available to them. This includes special financial arrangements.

Black Students and Law School - an annual seminar-workshop to encourage black students to enroll in law schools is held. Representatives from all the law schools in the state are invited to attend and discuss advantages, opportunities, and financial assistance available to black students interested in the field of law.

Human Relations Council - composed of members from the community, faculty and students. Many black students are active members of this organization which is designed to improve race relations in the community.

Black Studies Institute - designed for school teachers and administrators to make black and white people aware of the black accomplishments dating back to black civilization in Africa up to the present time.

Black Studies - courses on the graduate and undergraduate level for black and other students interested in black history and black culture.

Job Opportunities for Blacks - to encourage black students to go into areas not formerly open to blacks and to encourage black students to

think in terms of professional or graduate studies when capabilities are demonstrated.

Special Services Program - This is a highly successful, federally funded program. This program will be presented in more detail because of its importance to the black students.

The main objective of the Special Services Program is to provide for the less fortunate student services that will enable him to advance in college work. Various programs will be combined to furnish specialized assistance when needed.

1. The Special Services student, when identified, is interviewed to establish his specific needs, i.e., financial, academic, cultural, psychological, etc.
2. Through this initial processing the students are introduced to different activities which will enable him to progress. Students with difficulties are furnished any one or all courses in the curriculum program to establish a base for his education. Financial assistance is also provided to those students qualifying for such aid through the student aid office. Continuous counseling is provided by the project director, career counselors or student aides from approximately the same background.
3. When final analysis of the student is complete, the Special Services staff takes appropriate action with the various institutional programs to see that no extra burden which might hamper academic success is placed on the student.

Special Course Offerings - The Special Services students are guided into credit courses in English, mathematics, psychology, and/or communication development where the size of the classes is limited and where the instructor understands the background of the students. The addition of teacher assistants in the classroom increases the Special Services students' chances of success.

Tutoring - Tutorial services are furnished on an individual basis, as well as on a group basis. The tutors are carefully chosen so they may be able to give academic help and provide interpersonal relations that are warm and understanding.

Counseling - Full-time career counselors provide opportunities for students to develop their identity and goals. The counselors also encourage the students to think in terms of professional or graduate studies when capabilities are demonstrated. In the event that the student is not able to complete required courses, assistance will be provided on careers available to him.

Reading Lab - Through the use of six EDL, reading and listening stations, Tach X, Flash X and skimmer machines, as well as workbooks, the student can receive group instruction and still proceed at his own pace with individual study. Hence, in addition to developing speed and comprehension, he can learn reading for appropriate purposes -- skimming, structural analysis, and review techniques.

Special Activities - Adequate facilities are provided so the students can hold discussion groups and exchange ideas. The students are encouraged to become involved in campus activities as well as special community activities. Vending machines are provided in the media center so that students can use the facilities without being interrupted.

Media Center - The media and cultural center is equipped and staffed to meet the needs of the students in this project. Student aides and facilities such as typewriters, tape recorders, and reading equipment are furnished at no charge to the student. Reading material on graduate and technical schools, occupational information, newspapers, and magazines are available to the student for his use during his leisure time.

The Special Services Program is of special interest to the administration and the immediate supervisor. This program has received the full support of the administration and the immediate supervisor who have opened many doors to make this program successful.

The black students have benefited from the changes made possible by the sincere efforts of the academic vice president and the immediate program supervisor to see that no extra burden which might hamper academic success is placed on the black students at this university. All non-credit courses were changed to credit courses, and the establishment of a Student Financial Aid Appeal Committee for students who would otherwise lose their financial assistance are examples of institutional changes to enable black students to advance in college work.

In addition to the programs listed above, there are many other programs at the University of Southwestern Louisiana which are proving productive and which are serving large percentages of black students. Programs such as the Headstart Public Service Careers (65% black), Career Opportunities (50% black), and Headstart Follow-Through (75% black) are some of the many other programs with a large number of black students.

VIRGINIA COMMONWEALTH UNIVERSITY

Institutional Background

Virginia Commonwealth University was formed on July 1, 1968, through the merger of the former Richmond Professional Institute and the former Medical College of Virginia. The institution has two campuses located in the heart of the city. The Academic Division offers programs in the arts, arts and sciences, education, business, social work, and community services. The Health Sciences Center offers programs in medicine, pharmacy, dentistry, nursing, allied health professions, and graduate studies.

The total full and part-time enrollment of the university is approximately 14,000.

The university also operates five hospitals within the community with a bed capacity of 1,000.

Recruitment of Minority Students

1. We are attaching several copies of our brochure outlining our commitment to the education of minority groups, and which also describes the overall recruitment effort among minority students.
2. In cooperation with other institutions of higher learning in the Richmond region, we have staged "Continuing Education Night" in which advisors in all disciplines were available to prospective students in a counseling situation. Participating institutions included two traditionally black institutions of higher learning, Virginia Union University and Virginia State College. The program was promoted in the Richmond Afro-American newspaper and attracted numerous minority and black students.

3. On the graduate level, the School of Social Work focuses on the recruitment of black students at predominantly black colleges in North Carolina, Virginia, Delaware, and Maryland. This spring a new program was begun toward the recruitment of blacks from large social welfare agencies in Virginia.

4. The School of Medicine directly recruits pre-med candidates in traditional black colleges. Summer jobs are offered to black high school youth to motivate careers in medicine and the allied health professions.

5. The School of Dentistry faculty visits predominantly black institutions of higher education, accompanied by practicing black dentists. Waiver of application fee and tuition deposits for all students from minority students is provided.

6. School of Dentistry refers black candidates with poor dental admission test scores to Howard University where an enrichment program is available to them.

7. The Management Center of the School of Business stimulates enrollment of black adults in their course offerings through advertisements placed in the Richmond Afro-American newspaper.

8. Operation Exposure - a special program to bring black high school seniors to the University to attend several days of classes as observers.

Courses for Those with Learning Deficiencies

1. The School of Business has developed a decision mathematics course for matriculated minority students who lack training in quantitative methods.

2. The School of Engineering Technology offers special non-credit courses each summer for inadequately prepared students who have been recruited for fall admission.

3. The Adult Basic Education Center was established to aid university employees who are functionally illiterate in reading, writing, speaking, and general work performance.

Black Studies Development

1. In addition to the nine black studies courses listed in the brochure attached, the School of Social Work now offers (SW655) The Black Experience.

2. The School of Social Work has recently offered and will continue a special workshop for agency personnel titled, "Black Families: Understanding Them and Working with their Strengths."

3. The faculty of the Department of Economics in the School of Business have developed a new course aimed at minority students entitled, Economics and Poverty.

Community Action Programs

1. The School of Engineering Technology offers skills development courses to black employees of state agencies in the Richmond Area.

2. The School of Education is the regional training office for Headstart and trains all Headstart personnel for the eastern half of Virginia.

3. The School of Education, in cooperation with the Richmond City School

System, offers teacher aides a degree program which may be taken part-time while working in the field.

4. The School of Business will shortly offer a "Black Business Day" for prospective and practicing black entrepreneurs.
5. With faculty support, advanced students in accounting have offered free income tax preparation for poor and black families in the Richmond area.
6. Members of the faculty have offered free consultation to black entrepreneurs.
7. The Management Center staff are working with the Richmond Community Action Program to isolate specific areas of instruction desired by minority businessmen. The faculty will also assist RCAP in preparing funding proposals to HUD and HEW.
8. Eighty School of Dentistry students have volunteered to assist RCAP in dental examinations conducted in ghetto areas. Included in the program is dental hygiene instruction for youngsters, and dental treatment at the Dental Clinic where required.
9. Students and physicians at the Health Sciences Center of the university conduct a free medical clinic for street youth in the Fan District of Richmond.
10. Professional staff members in our School of Community Services are assisting local agencies to plan and implement a model cities effort in major black areas of Richmond.
11. Several professional staff members and nearly 200 students are working in a volunteer tutorial program for the disadvantaged in Richmond area elementary and high schools.
12. Numerous faculty and staff personnel are contributing services to every major program in Richmond which is aimed at improving the environment, the opportunities, and the services to those in minority communities.
13. For 11 years, the Department of Patient Counseling in the five hospitals has consistently had black students involved in the training program. According to official records, the program has trained more black supervisors than any other center in the country. Denominational preference and racial preference have never had anything to do with the admission policies in this particular department.
14. Problem areas and areas of common interest in medicine, theology, and Christian education are being explored in a single class in which blacks and whites from three separate schools are involved.

The programs outlined here are not a comprehensive listing, but are at least representative.

Our institutional commitment to minority groups is an integral part of our university. It is implemented through a personal commitment on the part of VCU students, faculty, staff and administration.

APPENDIX B

The Black Studies Program Experience at New College

In trying to develop a black studies program at New College our primary obstacle has been the difficulty in finding faculty qualified in the area. We wanted people who had not only the academic qualifications but also had had in-depth experience with black culture. Our reasons and justifications for a black studies program were presented to the college community as follows:

1. We see the cultural heritage of black people worth preserving and perpetuating.
2. It is the responsibility of the black intellectual to continue and perpetuate it.
3. As members of the black "intellectual elite," we at New College recognize our duty and accept it.
4. In order for us to perform this duty we must make the study of black culture an essential part of our college education.
5. We cannot give this study the priority it deserves because there is no one here to lead us in such study.
6. Therefore, we demand faculty who <u>can</u> teach us what we wish to learn.
7. Furthermore, we insist that a heritage is not merely abstract and impersonal but involves a way of life that can be transmitted effectively only through personal contact; and we stress that a tradition can be acquired and communicated in its fullness only through a sympathetic -- more exactly, an empathetic -- understanding of it.
8. Therefore, we demand <u>black</u> faculty to teach us our heritage.

This statement of position was given to the student newspaper and published in the issue of November 6, 1969. Part of its implication is that a black community, of students and faculty, had to exist at the college, as a prerequisite and corollary of a black studies program. Our efforts from that point on centered around seeking black faculty in these areas: history, sociology, economics, literature, philosophy, art, and music. We also asked for an expanded effort in recruiting black students. The result of our efforts, and the indifference and opposition from the rest of the college community were at first discouraging.

We had found a teacher in black history and the course could be a sort of try-out to see how he handled things. At this point the college administration found an anonymous donor to provide for the expenses of the course under our sponsorship. This course would also give us an opportunity to try some new ideas, which would provide useful experience that could be utilized to plan a larger program. The original outline for the course looked like this:

Part I. The African Background
1. Why African history
2. Preview of the culture of Africa
3. Survey of African history before the 16th century
4. Why Africa failed to progress
5. Negro contributions to the Eastern Hemisphere outside Africa, up to the 17th century
6. The Atlantic slave trade and its implications
7. The Negro in the exploration and settlement of the New World

Part II. The Negro in the Early Half of United States History
1. Conditions
2. Contributions
3. Outstanding individuals

Part III. The Negro in Independence Struggles
1. In the United States

Part IV. Abolition Movement
1. In the United States
2. In Latin America

Part V. The Mid-Nineteenth Century
1. The Civil War, Reconstruction
2. National and International progress of the Negro

Part VI. The Late 19th and Early 20th Century
1. Segregation, Southern and Northern style, replaces slavery in the United States
2. Colonialism engulfs Africa
3. Negro contributions

Part VII. The 20th Century
1. Early protests in the United States
2. The Civil Rights Movement
3. Independence in Africa
4. Problems in Europe and South America
5. Contributions of the Negro to world progress

We encountered a problem when our teacher decided, at the last minute, he would be unable to give the full course after all. Our only recourse at this point was to go ahead and teach it ourselves. The basic plan was that different students in the class would prepare a lecture on a specified topic each week for eight sessions and after the lecture was finished the class would discuss it. It was expected that lectures would be original and discussion lively. But once again we were disappointed. The new outline we drew up looked like this:

1. Introduction to the study of black history
2. The African background of black culture
3. The conditions of slavery: psychological effect on black people
4. The conditions of slavery: economic effects on black people
5. The period from Reconstruction to World War I
6. The period from World War I to the present
7. A history of black liberation movement
8. The significance of Afro-American culture

Two sessions were later cancelled--weeks seven and eight. One was replaced by a guest lecturer, Benjamin Berry, who related black theology to the black struggle.

Despite our initial enthusiasm, interest waned, lectures did not go into sufficient depth, and discussion was listless and uninspired. We consider the course to have been rather unsuccessful. It did not in any way fulfill our expectations. The experience is redeemed only by what we learned from it. For those who would try similar ventures and avoid our errors, the following suggestions for developing an experimental black history course may be helpful.

1. Most fledgling black studies programs are beset by one main difficulty--the dearth of black professors. There are at least two ways

around this. One is to design courses that entail research by students. Students would teach themselves through creative scholarship. Such a course would need a faculty sponsor to evaluate the work done and help those who were having difficulty researching--but the actual teaching would be guided solely by the students. Another possibility is to initiate a system whereby visiting black lecturers could speak or hold workshops on a weekly basis--sessions held during the rest of the week could involve discussion and research that would develop the thought of the lecturer. Again, students would be guiding themselves.

2. Neither of the courses described fits into the conventional academic scheme. They are essentially situations in which the students learn through independent study and interaction with one another, somewhat along the lines of a literacy clique, or circle.

3. A consideration that should be made is whether a black studies course should be restricted to a single discipline. Reasons for choosing an interdisciplinary approach might be to allow for greater flexibility, freedom of exploration, and more creative opportunities. Moreover, such an approach might be more meaningful and give greater depth to a topic than would a study restricted to a single field. History could be complemented, say, by sociology or economics. However there is also the danger that such an approach could become disorganized and unwieldy--to be successful, it would demand forethought and detailed planning.

4. Projects of this nature lend themselves to firmer discipline and control if they are goal or problem oriented. That is to say, rather than organizing presentations chronologically or arbitrarily, the course should have a theme. This theme could be thought of as a jigsaw puzzle. Or, alternatively, there could be a central problem that each student could investigate from a different point of view. There are numerous possibilities here.

5. If a faculty member can be secured, this does not necessitate any change in the experimental format. His role should be that of a moderator and participant. His main function would not be to impart facts and theories but to contribute to the group his broader experience and more refined concepts; he might also recommend areas of study. However, all members of the group should be regarded equally--each has a unique contribution to make. Although the professor might function as a guide he is likewise a fellow explorer. The group should be fraternal and egalitarian. The goal is that through such an experience the students will develop a respect for scholarship and independence of thought.

6. There are certain attitudes and capabilities that participants in the course might begin with, if it is to work. The most obvious and possibly most important, is sustained dedication. The educational potential of the project cannot be realized if there is not serious intent and fervid commitment on the part of those involved.

7. Students should come to the course with some factual background. This is necessary in order to open up ideas for creative work. A complete newcomer to the field would in all likelihood be at a loss for lines of study, and become disoriented by the effort.

8. Everyone in the class should agree on the purpose of the course. Unity of purpose will reinforce the group effort and promote harmonious organization.

9. It should be left to the entire class to define itself. The

introduction to the course could be a kind of planning session, consisting of informal discussion and brainstorming. All proposals should be given thoughtful consideration.

10. Taking into account the need for scholarly material in the area of Afro-American studies, and the dearth of material in comparison to that need, the class should, from the beginning, have publication of their work in mind.

11. For publication to be successful all students must have some skill in expository writing and a familiarity with research techniques. The faculty sponsor might make himself available to those having difficulty or a book could be assigned on research methods, for the entire class to read.

12. As to traditional teaching methods--like films, field trips, outside lectures--all can be worked into group efforts of this sort without diluting the excitement and originality of the course. The defense of such ambitious experimentalism is that, if handled properly, it can be an extremely rewarding and satisfying intellectual experience.

APPENDIX C

BLACK STUDENTS AND THE UNIVERSITY: A CONFERENCE OVERVIEW

by John Egerton

The Institute for Higher Educational Opportunity, which has functioned for the past four years as a unit of the Southern Regional Education Board, is concerned with improving higher educational opportunity for blacks in the South at all types of postsecondary institutions. On April 25-27, 1971, the Institute held a three-day invitational conference in Atlanta on "Black Students and the University." The presidents of 39 of the South's major predominantly white universities were asked to send high-ranking faculty and administrative representatives, and all but one were represented at the conference. Also attending were 10 black administrators, faculty members and students from Southern institutions who served as resource persons for the conference, five observer/participants from higher education service agencies and several members of the SREB staff. Altogether, about 100 persons (perhaps one-fourth of them black) participated in the series of group discussions, which were structured around four topics: black student access to predominantly white universities, academic programs and the black student, student life and the black student, and issues affecting black faculty and staff members.

The participants were divided into groups of about 25 persons each, and each group in turn addressed itself to the four major topics of discussion. At the beginning of the conference the assembled participants heard remarks from James M. Godard, director of the Institute; Van S. Allen, associate director; and Thomas F. Pettigrew, professor of social psychology at Harvard University. J. S. Anzalone, program associate of the Institute, presided, and John Egerton of the Race Relations Information Center in Nashville made a summary presentation at the closing session.

* * *

Since the primary goal of the Institute is to work for equality of higher educational opportunity for blacks in the South, the purpose of the conference as defined by Dr. Godard was to draw on the experiences of the major universities represented to construct "models of institutional performance" in the service of that part of their constituency which is black. Toward that end, the conferees laid out a multiplicity of issues and problems arising from the recent efforts of their institutions to become biracial. Dr. Pettigrew set the stage for the discussions by

76

pointing out that:

* Black students in predominantly white institutions are pulled by two conflicting forces--the need for racial and cultural identity on one hand, and the need for involvement and participation in the institution on the other;
* The white institutions tend to try to face issues of social change on their own terms, and those terms seldom are satisfactory to blacks;
* The percentage of black high school graduates going into higher education has risen from about 8 percent to about 18 percent in the past 20 years, but the white percentage over the same period has increased from about 20 percent to approximately 50 percent;
* Many white institutions have been "raiding" the black colleges and universities, often luring away their ablest students and faculty and leaving them with fewer resources for the educational task they continue to perform;
* The acute shortage of black Ph.D.'s is in large measure attributable to the failure of white graduate schools to attract and train blacks;
* The development of black studies programs has drawn attention to the fact that the curricular offerings of predominantly white institutions have been virtually devoid of any black ingredients.

Dr. Allen, in his presentation, raised a number of questions for administrators and faculty in the white institutions, questions having to do with such diverse issues as offensive symbols ("Dixie," the Confederate flag), unconscious racism (condescending and patronizing attitudes of faculty toward black students), the importance of black identity, the critical need for blacks in positions of authority, and the difference between assimilation and integration. One of Dr. Allen's questions was raised again on several occasions in the discussions that followed, and along with Dr. Pettigrew's "identity vs. participation" comments became a central focus of the conference. The question was this: Are the universities prepared to teach black people so they <u>can</u> go home again? Both of these issues will recur in this report.

In order to put the discussions of the conference in some perspective, an informal survey was conducted to determine how many black students, faculty and administrators are now in the 38 institutions. The conference delegates were unable to give precise numbers, but most of them did offer estimates, and from these it is possible to construct a crude profile of their collective enrollment and employment by race:

STUDENTS, FACULTY AND ADMINISTRATORS IN 38 SOUTHERN UNIVERSITIES, FALL 1970	TOTAL	BLACK	% BLACK
Undergraduate students	500,000	15,000	3.0%
Graduate and professional school students	100,000	3,500	3.5%
Faculty-rank personnel	30,000	400	1.3%
Administrative personnel	5,000	100	2.0%

As unscientific as the survey technique was, the results seem reasonably accurate since they approximate those obtained by the U. S. Department of Health, Education and Welfare last fall. At any rate, it is clear that the once-white universities of the South (where roughly one in every four citizens is black) have thus far made only a relatively small beginning in the effort to change their all-white status.

Most of the discussions at the Atlanta conference centered around issues and questions raised by the few thousand blacks who are now in those universities and the institutional responses to them. The four major discussion topics listed earlier serve as a basis for categorizing some of the points of greatest interest and significance.

Black Student Access To The Universities

Repeatedly in all the discussions on access, the assertion was made that the universities are so imbued with the values and mores of middle-class whites that they are inhospitable to blacks, and indeed to all low-income people of whatever race. Both in accusation and in acknowledgment, it was stated that the universities are racist institutions--that is, they favor (whether intentionally or not) the white majority. Numerous examples were cited, including these:

* At every level of authority--the three branches of state government, the regents or trustees and their staffs, the university administration and faculty, the student body, the alumni--the percentage of blacks is so minute and their influence so negligible as to be hardly noticeable at all;
* Reliance on standardized test scores as the primary culling device for applicants to the universities is discriminatory because the tests are said to be culturally biased, and in any event they do not measure such qualities as motivation and creativity;
* Instructional programs also are biased, not only because of their exclusion of black history and culture but also because they tend to present and reward the same kinds of information covered in the standardized tests;
* High costs, like test scores, accrue to the disadvantage of black students and low-income students generally, and financial

aid commitments have not been sufficient to equalize opportunity.

Most of the universities lack the facilities, the funds and the faculty to accommodate all who seek admission. Their methods of selecting students have tended in the past to result in an enrollment that is more or less homogeneous in terms of race and socioeconomic level. Efforts to diversify the student body have raised fears that standards will be lowered, yet some of the universities have demonstrated that students whose test scores are far below the institutional average perform as well as their classmates.

In addition to testing and financial aid, some conferees complained that many high school counselors (most of whom were trained at white institutions) try to steer black students away from the white institutions, and objections were raised against poor recruiting efforts and the inadequacy of such supportive services as tutoring, academic counseling and curriculum design. In summary, the problems of access for black students come to this: Many able and talented students find it hard to get into the universities because of poor counseling, high costs and the arbitrary barrier of standardized tests, and those who get in find that the institutions often are overwhelmingly white and middle class in their makeup, intolerant of those who differ from that culture, and inflexible in the administration of their regulations, programs and services.

Academic Programs

Several of the universities have attempted to develop special programs for black students whose test scores mark them as less prepared than other enrolees. The use of such terms as "remedial" and "compensatory" to identify these programs is often seen by black students as racist and condescending. They also complain that the programs include few if any white students, that they set the students apart from the rest of the student body and stigmatize them as "inferior," that the content and quality of instruction in the programs is often irrelevant and inadequate, and that the instruction is often given without credit. Several conferees asserted that special programs for black students are designed to remake the students in the institution's own image, and that those who aren't remade carry the full burden of failure. "I see little if any evidence," said one discussant, "that the university thinks it has anything at all to gain from its black students, or that it is willing to accept any blame at all when they fail." It could be added that

faculties are rarely disposed to learn from and be changed by their students, no matter what their race. The notion that faculties and institutions be held in some measure accountable for the lack of success of their students is equally rare.

There is much ambiguity in these matters. Many students, left to sink or swim in an institutional environment foreign to their experience, quickly sink. But attempts to keep them afloat, often misguided if well-intentioned, serve only to call attention to their special needs in a demeaning way. This is just one of the difficult issues--like identity vs. participation--that divide students and faculty of both races as the universities become more involved in adjustments to racial and social change.

Among the various measures universities have adopted to improve the black student's chances for academic success are these:

* Summer pre-admission programs
* Lighter course loads
* Credit for all work done
* A careful blending of special instruction with regular course work
* A well-organized tutoring program, using whenever possible as tutors, students who have gone through the special program themselves
* Integrated student body and staff for all special programs
* Strong academic and personal counseling support
* Financial aid adequate to meet the student's special needs
* Older student involvement (veterans, junior college transfers, housewives) as participants, tutors and leaders in the special programs.

Some of the conference delegates raised other problems related to the academic success of black students. Faculty members and academic advisors often avoid contact with needy students, wanting to teach and counsel only those who need the least help. Graduate and professional schools are more interested in research than in teaching, in brilliant students than in average ones, and in credentials than in actual achievements. Too many courses are outdated, abstract and unrelated to the needs and interests of students. And finally, the charge that universities don't prepare black students to "go home again" raises the larger accusation that higher education seldom leads <u>any</u> of its students in the direction of "home." Almost by its very nature, a college education means a change

in outlook, a higher economic status, a change in social class and a severance from the masses. All too often, it leads able young people to "rise above" their origins and never look back. It may be that the unwillingness of college graduates to "go home again"--that is, to put their new skills and knowledge to work for the benefit of less fortunate people--is a major contributing factor to the deep alienation between universities and the larger society. In any event, black students often are particularly sensitive to this conflict, and their professed interest in community affairs raises serious questions about the universities' own attitudes regarding public service and social change.

Finally, the subject of black studies occupied much of the discussion time in the sessions on academic programs, and again, a sense of ambiguity dominated. Should black studies programs be designed for blacks, or for whites, or both? Should white faculty teach in the programs? Does the university have enough black faculty? What should be the requirements for teaching black studies? What are the ingredients of a good black studies program? Should black studies be a separate department, or interdisciplinary, or simply a result of redesigning existing courses? Should every university have a black studies program? How should the white universities relate to black institutions in the staffing and designing of black studies programs? To what extent should black students and faculty be free to design courses, staff them, and assign credit for them?

None of the universities has evolved satisfactory answers to all these questions. The presence of black students in the universities necessitates a re-evaluation of virtually every aspect of curriculum and instruction, and that process has just begun.

Student Life

The black student often comes to the white university with a vague sense of uncertainty and insecurity because he is part of a small and visible minority in a sea of white faces and because he knows his overall preparation for a competitive academic experience may place him at a disadvantage. When he encounters social exclusion there, or derogatory symbolism, or institutionalized racism, or patronizing condescension, the natural inclination to unite with others who are having the same experiences usually follows. The result is what is often called separatism or self-segregation--terms which are insufficient to encompass the complexities

involved. The discussions on student life in the predominantly white universities brought several problems to the surface:

* Once again, the conflict of identity and participation, as when black students are torn between the demands of group loyalty and their individual requirements and desires;
* A wide range of social problems, including exclusive fraternities and sororities, lack of representation in student government, unsatisfactory cafeteria food, official opposition to black organizations and designated meeting rooms, and the discouragement of racial "clustering" in student housing;
* Conflicts related to athletics, such as the playing of "Dixie," the display of Confederate flags, the exploitation of athletes without regard for their academic development, and the selection of cheerleaders. (Some athletic teams in the universities are now predominantly black, but cheerleading squads--not to mention coaching staffs--often remain virtually all-white.)

Objections were also expressed about inequitable law enforcement by campus security officers and off-campus police, discriminatory handling of disciplinary matters by university administrators, white expectations that students be "superblack" men for all seasons, an opposite white expectation that black students will be inferior and must be given more than they earn, and finally, a simplistic notion that all blacks are alike and thus must have a single leader and want all the same things. (That notion, ironically enough, is sometimes reinforced by efforts of black students to build unity and solidarity around the single common denominator of skin color.)

The frustration of black students is frequently heightened by the apparent insensitivity of many whites to these matters. In a very real sense, whites are "culturally disadvantaged" (a term usually applied to blacks) by virtue of their lack of knowledge and appreciation of racial and cultural differences. Time and time again in the discussions, the black participants insisted that respect for blacks as individuals, as human beings, was what they looked for--but all too seldom found--in their relationships with whites.

Black Faculty and Staff

The most obvious problem relating to black professionals in the white universities is that their number is so small. There are several reasons for this:

* While nobody has exact figures, the number of blacks who hold earned doctorates is a minute fraction of the national total--a fact which indicts white universities, since they award

virtually all of the nation's Ph.D.'s and Ed.D.'s.

* The high premium placed on the doctorate as a prerequisite for faculty rank severely limits the number of blacks who are eligible for those positions.
* The largest concentration of experienced and certified black academicians is in the black colleges and universities, and enticing them away to the white institutions often creates a bigger problem than it solves.
* Opportunities outside the academic world are often more attractive to young black professionals.
* The universities are often unwilling to go beyond tokenism in their hiring of black professionals for administrative or faculty posts, and often have unreasonable expectations of those they do hire.

Black representatives at the conference questioned the commitment of their institutions to truly significant change in their staffing patterns. They complained about their small numbers, about having titles but little authority, about problems of discrimination off-campus (particularly in housing), and about the multiplicity of roles they are expected to play. One comment was typical: "I can't just teach, like any other faculty member. I have to recruit students, and be the black student adviser, and get them out of jail when they get in trouble, and educate deans and vice presidents, and be on display at cocktail parties and dinners. And all I get out of that is fatigue and indigestion."

Several concrete suggestions were made to improve matters:

* Establish joint professorships and short-term faculty exchanges with nearby black institutions.
* Increase fellowships and scholarships to black graduate students, and hire them once they have graduated.
* Broaden and diversify the measurements by which selection of faculty and administrators is made, so that capable and experienced men and women who lack formal credentials such as the Ph.D. can be eligible for consideration.
* Recruit black professionals in business and industry, government, the performing arts, athletics and foundations.
* Because demand exceeds supply, be willing to pay a premium for top black educators.
* Coordinate the efforts of all departments to find black faculty and administrators so that there is a single university effort unimpeded by duplication.
* Encourage SREB to set up a job placement registry for black professionals, seeking to generate new positions and find people to fill them.

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The universities represented at the Atlanta conference are at a very early stage in the transition from all-white to biracial institutions. Except for those which had a token few black students before 1960, their experience with desegregation covers only a decade or even less. Only a couple of them have in excess of 1,000 black students, and as many more still have fewer than 100. Altogether, their percentage of black students--not to mention faculty and administrators--lags far behind the percentage of blacks in the population of the South. The universities, then, are newcomers to biracialism, and the range of problems they are experiencing is a measure of their unfamiliarity with it.

Desegregation in higher education has received far less attention than public school desegregation over the past two decades, even though federal court suits to break up college segregation were filed in the South as long ago as 1936. In the past four or five years there has been renewed interest in changing the racial complexion of our colleges and universities, and those in the South, like others elsewhere in the country, are trying with varying degrees of success to come to grips with the issue.

It is fortunate--and perhaps more than coincidental--that the demands now being made on previously all-white universities by blacks in their midst coincides with a larger impetus for reform in those institutions. In part because of their new experience with blacks, the universities are beginning to pay more attention to such matters as high attrition rates, rigid entrance requirements, curricular deficiencies, university-community relations, police handling of campus disturbances, the limitations of standardized tests, and the inadequacy of formal credentials as the primary means of determining eligibility. Improvements in these areas by the universities benefit not only the black students whose protests often have necessitated them, but all students. What may be beginning--to take a hopeful view--is an alteration in the ecology of universities, and adjustment in the environment made necessary by the changing relationship between the institution and its human components. For that relationship to be mutually supportive and compatible, both the institution and the people who are a part of it must change. At this stage in that process, the institution has changed very little. But as it becomes more diverse in its makeup, it must also become more responsive to the needs of those who are affected by it, whether they be students or the larger society.

At this beginning stage in that evolutionary process, there is much

evidence of friction and discord. University governing bodies--still virtually all-white--are sometimes petulant and insensitive, many administrators and faculty are fearful and resistant, alumni cling to images long since erased by new realities. Blacks entering the universities encounter varying degrees of hostility and discrimination, and react by forming closed groups to preserve their identity. There are complaints from blacks that equality of educational opportunity is a low priority in the white institutions. They say institutional commitment rarely goes beyond the minimum necessary to satisfy federal civil rights officials, and it is a rare administrator who will stake university funds or his own reputation on an effort to gain equity for blacks--unless he is forced to do so as a reaction to pressure. Some whites, on the other hand, believe the universities are being changed beyond recognition--and all for the worse--because they are too responsive to black pressure. At times, the perceptions and values and ideologies of the various groups having an interest in the universities seem so vast as to be irreconcilable.

In spite of these differences, though, there are at least some possibilities for fruitful and constructive change in the universities. There is, for example, the matter of how students are chosen when the number of applicants exceeds available space. Standardized tests are no longer sacrosanct with all admissions officers, as they seemed to be a few years ago; it is no longer rare to hear an admissions official talk about the importance of having a diverse student body, well balanced according to sex, race, residence (in-state, out-of-state, foreign), prior performance, interest, and socioeconomic status. Few universities have such diversity, it is true, but at least it can be talked about openly.

And, there are some universities which have made a beginning in the wide range of special activities necessary to ease the passage of some black and low-income students through the higher education experience. Recruiting, summer entry, lighter course loads, tutoring, special courses for credit, waiver of rigid admission requirements, effective counseling, housing aid, financial assistance, no-fail grading systems, improved curricula, diversified social activities, carefully selected faculty free of race-class-elitist hangups--all of these steps, and others, are being tried now in one or another of the large Southern universities.

To be sure, little more than a beginning has been made, and at times even

that little bit seems almost to be more harmful than helpful. There are many whites whose reaction to blacks in their midst ranges from guilt-ridden, insulting over-compensation--which is really an expression of white supremacy--to uncritical acceptance of every demand and every assertion of every black, no matter how incredible. There are blacks whose sensitivity to discrimination approaches paranoia, others who react with a form of racism in reverse, and still others whose self-respect has been shattered by white racism. Furthermore, there are severe economic pressures on the universities now, and these, together with the pressures from politicians, alumni and a burgeoning student body, diminish administrative commitment to racial change.

It is the possibilities and the opportunities for change, rather than tangible change itself, that make the Southern university scene less dismal than it once was. The universities have some people, white and black, who are interested in sending young people out to "go home again," rather than to be single-mindedly devoted to upward mobility and anonymous affluence. They have some people who are not overcome by the problem of identity vs. participation, who respect and appreciate cultural and racial differences and are comfortable with the concept of being different without seeing it as having to be either better or worse. They have some people who believe their institutions, as well as the students who come to them, must be willing to change. All these signs augur well for the universities and for their constituencies, both old and new.

The Atlanta conference of the Institute for Higher Educational Opportunity did not provide many solutions or answers, or any models of institutional performance. At best, it brought together 100 people from 38 universities and a few educational agencies to compare notes on the current state of higher educational opportunity for blacks in those institutions. From those exchanges it is possible to glean some measure of optimism. Racial change has only just begun in the universities, but it has begun.

NOTE: The Institute for Higher Educational Opportunity of SREB is continuing with plans for a series of regional conferences on this topic at which other groups of colleges and universities would be represented.